MINISTRY FOR THE DEVELOPMENT OF INFORMATION TECHNOLOGIES AND COMMUNICATIONS OF THE REPUBLIC OF UZBEKISTAN

TASHKENT UNIVERSITY OF INFORMATION TECHNOLOGIES NAMED AFTER MUHAMMAD AL-KHWARIZMI

«INTEGRATION OF INFORMATION TECHNOLOGIES AND FOREIGN LANGUAGES IN GLOBALIZATION»

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Таҳрир ҳайъати:

А.Шарипова – Муҳаммад ал–Хоразмий номидаги ТАТУ, ф.ф.д. (PhD)

М.Назарова – Муҳаммад ал–Хоразмий номидаги ТАТУ, ф.ф.д. (PhD)

В.Газиева – Муҳаммад ал–Хоразмий номидаги ТАТУ, катта ўқитувчи

М.Шахакимова – Муҳаммад ал–Хоразмий номидаги ТАТУ, катта ўқитувчи

Х.Султонова – Муҳаммад ал–Хоразмий номидаги ТАТУ, катта ўқитувчи

О.Махсудова – Муҳаммад ал–Хоразмий номидаги ТАТУ, катта ўқитувчи

Мазкур конференция материаллари тўплами чет тилни ҳозирги аҳамияти ва долзарб муаммоларини, шунингдек, хорижий тилларни ўқитиш жараёнида ахборот коммуникация технологияларининг ўрни, таълимнинг кредит тизмида хорижий тилларни ўқитиш масалалари, хорижий тилларни ўқитишнинг инновацион методлари, харбий таълимда хорижий тилнинг интеграциялашуви каби масалалрни ўз ичига қамраб олдган.

МАҚОЛАЛАРДА КЕЛТИРИЛГАН ДАЛИЛ ВА МАЪЛУМОТЛАР УЧУН МУАЛЛИФ ЖАВОБГАРДИР!

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СЎЗ БОШИ

Анжуманнинг асосий мақсади ахборот коммуникация технологияларнинг чет тилларини ўрганишдаги ўрнини аниқлаш, илмий мақолаларни шакллантириш, ёш олим, магистрантлар, илмий изланувчиларнинг илмий-тадқиқот ишларининг сифати ва самарадорлигини ошириш, илмий тадқиқотлар натижаларини муҳокама қилиш имкониятини яратишдан иборат бўлиб, ушбу тадбир хориж ва республика илғор тадқиқотчиларининг тажрибаларига асосланиб, чет тилларини ўрганишда ахборот технологияларини тадбиқ этиш ва ривожлантириш масалаларини ҳал этишга бағишланган.

Мазкур Республика илмий-амалий анжуманнинг асосий вазифалари қуйидаги йўналишлар бўйича муҳокама этилди:

1. Хорижий тилларни ўқитиш жараёнида ахборот коммуникация технологияларининг ўрни.
2. Таълимнинг кредит тизмида хорижий тилларни ўқитиш масалалари.
3. Хорижий тилларни ўқитишнинг инновацион методлари.
4. Харбий таълимда хорижий тилнинг интеграциялашуви.

Бундан ташқари, ўтказилган анжуманда турли олий таълим муссасалари, ТАТУ худудий филиаллари профессор-ўқитувчилари ва 150 дан ортиқ докторант ва бакалавр талабалар фаол қатнашдилар.

“Глобализация шароитида ахборот технологиялари ва чет тилларни интеграцияси” мавзусидаги Республика илмий-амалий анжумани натижаларидан, Ўзбекистон Республикаси Ахборот Технологиялари ва Коммуникацияларини Ривожлантириш Вазирлиги қошидаги олий таълим соҳасида илмий изланишлар олиб бораётган тадқиқотчилар конференцияда келтирилган таклиф ва тавсиялардан ўз илмий фаолиятларида самарали фойданишлари мумкин.

SECTION I

THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

ВОЗМОЖНОСТИ ВНЕДРЕНИЯ МООК В СИСТЕМУ ВЫСШЕГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ УЗБЕКИСТАН

Нормуратова В.И., *к.пед.н., доц. УзГУМЯ*

Abstract. *This article highlights some of the advantages, disadvantages, opportunities and prospects of using mass open online courses (MOOC) to improve the level of professionalism of teachers in the system of higher education in our state.*

Образование выступает одним из главных национальных приоритетов государственной политики Узбекистана, о чем свидетельствуют активные реформы в области управления и оценки качества образования. Ключевыми элементами преобразований в системе образования являются педагогические кадры и использование ИКТ.

Данная статья освещает некоторые преимущества, недостатки, возможности и перспективы использования массовых открытых онлайн курсов (МООК) для повышения уровня профессионализма педагогических кадров в системе высшего образования нашего государства.

МООК в настоящее время во всем мире являются бесспорным лидером в разнообразии, возможностях и доступности образования вне возраста, национальности, финансовой обеспеченности, места проживания, состояния здоровья и социального статуса.

Внедрение МООК в процесс повышения профессионального мастерства педагогических кадров требует тщательного анализа, как их преимуществ, так и недостатков с учетом контекста образования нашего государства.

Преимущества МООК прежде всего в том, что они предоставляют широкое разнообразие для развития профессиональной компетентности педагогических кадров, требуя сравнительно небольших финансовых инвестиций для использования необходимых технологий. К тому же, МООК все доступные и обеспеченные необходимыми учебными ресурсами престижных вузов мира. Они индивидуализируют обучение путем персонального оценивания и рекомендаций для дальнейшего совершенствования в рамках регулярного мониторинга. К положительной стороне МООК относится гибкость в выборе места и времени обучения, а также возможность обучаться с индивидуальной скоростью и индивидуальными консультациями преподавателя. Расширение возможностей использования ресурсов МООК: E–Learning/onlineLearning/M–

Learning/ U–Learning, интернет–конференции, интернет–трансляции, smapt–технологии) и др. (1) Внедрение МООК также будет способствовать искоренению коррупции в образовательных учреждениях.

Несмотря на вышеуказанные преимущества МОО можно отметить и ряд присущих им недостатков. Самыми главными проблемами в настоящее время является отсутствие методики отбора ресурсов МООК адекватных программным требованиям вуза и не разработанность стратегии и тактики по внедрению МООК как в учебный процесс так и в самообразование. Для использования ресурсов МООК аудитория должна быть ознакомлена заранее с передовыми технологиями дистанционного обучения. В областях страны использование таких технологий обычно слаборазвито или почти невозможно.

Ввиду правового недопонимания у преподавателей в настоящее время низкая мотивация прохождения МООК, так как они не уверены в валидности, выдаваемых сертификатов МООК. Кроме этого, в стране мало высокопрофессиональных кадров, способных использовать новейшие дистанционные технологии. Зачастую МООК, разработанные престижными вузами стоят дорого и преподаватели не рискуют инвестировать. Даже при условии зачисления на курс преподаватели сталкиваются с проблемами ориентирования в Интернет пространстве. Реклама МООК в Узбекистане не достигла еще должного уровня, чтобы мотивировать педагогов повышать свой уровень самообразования.

В свою очередь МООК раскрывают возможности обеспечения преподавателям непрерывного образования в престижных вузах мирабез отрыва от производства и выезда за границу, что будет способствовать повышению качеству образования, и как следствие, росту экономического благосостояния в целом.

Говоря об угрозах МООК из внешней среды нужно отметить тот факт, что недостаточно развитая правовая базу по реализации МООК мешает аккредитации и сертифицированию престижных курсов высокого качества. Поэтому в регионах могут использоваться МООК недостаточно высокого качества. Существует также угроза того, что дефицит в недостаточности оцифрованной академической литературы в стране приведет к использованию только иностранных учебников и учебных пособий и как следствие это в свою очередь повлияет на престижность и приоритет национальной культуры.

В заключении статьи для поднятия престижа МООК в Узбекистане хотелось бы рекомендовать:

– в системе высшего образования организовать ЦЕНТР специалистов занимающихся изучением, отбором и внедрением контента МООК;

– вузах по направлениям образования открыть отделения по подготовке профессиональных кадров по изучению, отбору и внедрению контента МООК в образовательный процесс и непрерывное самообразование;

– разработать нормативно–правовую базу, регулирующую легализацию сертификатов МООК наиболее престижных вузов и приравнивать их к прохождению курса повышения квалификации;

– приравнивать обучение на МООК к видам деятельности в разделе «организационно–методическая работа» индивидуального плана преподавателя вуза;

– создать в ИРЦ специальные отделы по рекламе МООК;

– вести учет преподавателей обучающихся на МООК с целью проведения тренингов по обмену опытом на внутри вузовском и межвузовском уровнях;

–приравнивать сертификат МООК и отчет преподавателя к зарубежной публикации в разделе «научно–исследовательская работа» индивидуального плана преподавателя вуза;

– создать банк данных МООК по направлениям образования с учетом контента системы высшего образования Республики Узбекистан.

Конечно, данная статья не исчерпывает все проблемы внедрения МООК как неотъемлемой части личностного и профессионального роста преподавателя, но рассмотренные в ней вопросы могут помочь их дальнейшему разрешению.

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ПОДКАСТЫ В ФОРМИРОВАНИИ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ШКОЛЬНИКОВ

Сабирова Г.С., *докторант (DS) УзГУМЯ*

Abstract. *This study investigates the use of podcasts in forming communicative competence of schoolchildren. The paper reports on how podcasts can contribute to language acquisition and the development of related literacy skills.*

Интеграция в мировое сообщество, условия ускоренного развития и глобализация резко увеличили надобность в изучении английского языка. В связи с этим, внедрение в систему образования передовых методов обучения с применением информационно–коммуникационных технологий приобретает особо важное значение в подготовке специалистов, свободно владеющих английским языком и достаточно осведомлённых о последних достижениях науки и техники.

С первых дней независимости в результате проводимых реформ в нашей стране коренным образом была преобразована система образования. В частности, принят и внедрен в практику обучения государственный образовательный стандарт, направленный на непрерывность образования и организацию учебного процесса на основе международных стандартов образования с учётом национальных особенностей и духовных ценностей. В результате проведения этих реформ в преподавании языков осуществляется широкое применение передовых педагогических и информационно–коммуникационных технологий в процессе обучения английского языка.

Определение основной цели обучения иностранным языкам в качестве формирования иноязычной коммуникативной компетенции и потребность в преобразовании учащихся от пассивных слушателей в активных субъектов учебной деятельности могут быть реализованы путём внедрения информационно–коммуникационных технологий в учебный процесс на современном этапе преподавания языков, что способствует формированию у учащихся лингвистической, социолингвистической и прагматической компетенций.

С ускоренным развитием информационно–коммуникационных технологий появляются всё новые средства обучения и одним из таких средств является подкаст, который может быть использованы при формировании иноязычной коммуникативной компетенции школьников. Подкаст – является одним из средств Веб технологий второго поколения Веб 2.0, который позволяет записывать аудио–материалы и обмениваться ими в сети, и с их помощью организовывать дискуссии [1–2]. Пользователь может познакомиться с подкастом и оставить комментарии к нему в удобное для него время, более того подкасты могут быть скачаны в персональные компьютеры и мобильные устройства. А.Г.Саломатина выделяет учебные подкасты, которые содержат аудио и видео–материалы и соответствуют тематическому плану учебной программы [2].

Основными свойствами подкастов, созданных в учебных целях в формировании иноязычной коммуникативной компетенции школьников являются:

–возможность создания и размещения на сайте своих собственных подкастов;

–на основе созданных подкастов возможность их обсуждения в сетевой форме;

–разработка и редактирование подкастов осуществляется создателем подкаста;

–пользователи имеет возможность оставлять свои комментарии к подкастам, которые размещаются в хронологическом порядке [1].

Создание и публикация подкастов возможно с помощью следующих сервисов: www.podomatic.com, www.bbc.co.uk.

Исходя из вышеперечисленных характеристик подкастов, можно определить их дидактические свойства и методические функции в

формировании иноязычной коммуникативной компетенции школьников. Вслед за Е.С.Полатом [3] под «дидактическими свойствами» мы понимаем, отличительные характеристике одних технологий от других, а под «методическими функциями» применение данных характеристик в обучении. Дидактические свойства и методические функции подкастов в формировании иноязычной коммуникативной компетенции школьников отображены в нижеследующей таблице.

Таблица 1.

Дидактические свойства и методические функции подкастов в формировании иноязычной компетенции школьников

Дидактические свойства подкастов в формировании иноязычной коммуникативной компетенции школьников	Методические функции подкастов в формировании иноязычной коммуникативной компетенции школьников
Публичность	Автор, ученик, несет ответственность за опубликованный в сети материал. При подготовке подкаста у ученика развиваются навыки говорения, чтения, а также формируется социолингвистическая компетенция ученика
Авторство	Подкаст подготавливается и публикуется автором, который имеет доступ к редактированию материала. Подкаст как индивидуальный вид деятельности подготавливается каждым учеником. Обсуждение опубликованных материалов можно организовать на основе сетевой дискуссии
Размещение комментариев	Для размещения комментариев каждый автор подкаста создаёт свой микроблог, где другие ученики размещают свои комментарии на опубликованный подкаст. Данная функция позволяет ученикам развивать навыки аудирования, т.е. ученик прослушивает подкаст автора, и письма, при написании комментариев

Дидактические свойства и методические функции подкастов способствуют формированию следующих речевых умений школьников:

Умения аудирования:

–понимать смысл высказывания;

–определять участников коммуникации;

–отделять главную информацию от второстепенной.

Умения говорения:

–выражать свою мысль;
–передать общий смысл аудиосообщения;
–делать выводы.
Умения письма:
–выражать свою мысль в письменной форме;
–правильно составлять предложения;
–аргументировать свою точку зрения;
–правильно употреблять лексические единицы.

Номенклатура речевых умений, формируемых с использованием подкастов, свидетельствует о необходимости его внедрения в формирование иноязычной коммуникативной компетенции школьников.

Таким образом, подкасты способствуют формированию и развитию речевых умений школьников, на основе индивидуальных публикаций материалов, групповых сетевых дискуссий, размещения комментариев.

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THE USE OF MULTIMEDIA TECHNOLOGIES IN TEACHING FOREIGN LANGUEGES

Nazarova M.A., *PhD, assistant professor of Foreign languages Department of TUIT named after Muhammad Al–Khwarizmi*

Abstract. *The following article is devoted to the use of multimedia technologies in teaching foreign languages. It is presented different multimedia training programs for young learners, who can learn foreign language easy, fast and with fun.*

We are living in the XI century – the century of innovation technologies, where everything is computerized and automatized. Learning as well as teaching foreign language is not an exception. There are many different software for all grades and ages, especially for young learners. In this article, we are going to present different computer programs directed to the teaching kids to foreign language, which are easy to learn and joyful.

Teaching children is not an easy task and it is a great responsibility. There are sort of things to keep in mind:

- kids learn and remember faster than the elderly generation;

♦ the sooner they start learning a new language, the sooner they will become fluent speakers;

♦ program should contain topics related to their age and level as well as be entertaining and motivative.

Moreover, if you want your children to have the best starting point when they are learning foreign language, you'll need to use the Internet and new technologies, because they are kids of a new era – era of digital technologies. Thus, without any doubt, we can call them "*digital kids"*.

There are many apps designed especially for kids. However, there is one thing we should point out, if the program is not created in a proper way that is without proper methodological approach and if the kids learn language incorrectly from the very beginning, the program will not work for benefit of kids. Therefore, we should be careful in using and choosing the right e–program for kids.

Program *Brain Gym* is a quite well known method of teaching, especially for younger students. The basic idea of it is that the brain and body movement are interrelated and the brain will function well if it is provided with certain movement patters.

Children learn naturally, when they are having fun. Flashcards are a great way to teach and revise vocabulary and there are many different games, which kids can play with flashcards, such as *Memory, Kim's game, Snap, or Happy Families.*

There are many other types of games you can play with your children to help them to practice foreign language.

- action games
- board games
- word games
- online games

Moreover, one of the interesting and motivative ways of learning foreign language is a song, where the learner can learn new words and improve pronunciation. Songs with actions are particularly good for children as they are able to join in even if they are not yet able to sing the song. The best way to demonstrate the meaning of the words in the song are actions and emotions.

There are many funny programs with songs about different animals, where kids will be able not only to look at the colourful illustrations, but also to pronounce different sounds and sing songs with animals. In addition, carefully selected pictures allow the child to not only learn the names of various animals, but also glimpse into the animal's beautiful world and everything it offers.

After your child looks over and experiences the animal flashcards, there are funny and entertaining games are waiting for them that test how much they have understood the lesson. Regardless of the number of correct answers, the player earns stars and young talent is rewarded with thunderous applause and balloons!

In the app, the animals could be divided into four groups: "domestic animals", "forest animals", "insects animals", "under water animals" (animals that live in Asia, Africa, the Arctic and Antarctic). 3D full–length beautiful images are used to

resemble actual animals (as they look in real life), which help the child easily remember their names and features.

The principle of the game is very simple: select category and the kid looks at the real photos, pictures, animals of this category, listening to what they are called and what sounds they make. In addition, the child will always be able to test its knowledge with an interesting verification system that allows playing, learn and consolidate the knowledge acquired in the course of the study. Moreover, the prize at the end, with the correct answers will be a great incentive!

The child does not even need to know how to read with this app! Its simple interface and voice prompts allow even the youngest kid to play and learn the names of the animals by themselves! After playing the game, be sure to visit the zoo or pet store with your child – you will be happy and impressed as they present their newly acquired knowledge of all the animals they see!

Experience has shown that for most children, viewing, learning from bright and vivid images becomes a favorite pastime, and having them play this game often reinforces their knowledge. According to Glenn Doman, an American physical therapist and founder of the "The Institutes for The Achievement of Human Potential", training just 5 – 10 minutes a day stimulates the development of various parts of the brain. This allows for the development of a photographic memory, which means the kid could develop faster his knowledge than the peers, and become more open to the vast knowledge of the world.

Sort of program is also helpful for elderly children of primary school. The reason is, as far the game is being played the more complex it will become. Therefore, this educational game will come in handy for them too.

In conclusion, learning foreign language with the means of computer programs could be more effective and motivative. Playing these types of games with flashcards has been proven to aid students in quickly learning a foreign language. They can develop reading, speaking, writing and listening skills just playing games. Moreover, they are able to impress their teachers and mates with their results!

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ИКТ В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Аташикова Н.А., *старший преподаватель кафедры Иностранных языков ТУИТ имени Мухаммада ал–Харезми*

Abstract. *This article is devoted to the usage of ICT in English language teaching and learning. ICT is known to be the best source to any conventional classroom, especially when used properly and could be an asset to the foreign language to improve learners grammar, cooperative teaming, interpersonal and digital skills.*

В настоящее время ИКТ (информационные и коммуникационные технологии) используются практически во всех сферах жизни, в том числе в образовании. В сфере образования компьютерные технологии стали настолько важными, что правительство поставило ИКТ в качестве одной из программ обучения в Узбекистане. Использование ИКТ в образовании недавно стало привлекать внимание к потенциалу и значительному прогрессу в изучении языка. Это стало основной проблемой в мире образования и использовалось от дошкольного до университетского, что может помочь студентам и преподавателям в процессе преподавания и обучения. ИКТ были объявлены потенциально мощными инструментами, способствующими изменениям и реформированию образования. Компьютеры играют важную роль в процессе обучения, особенно в изучении языка. Как сказал Хартойо (2008) в своей книге, компьютер – это инструмент и средство, которое помогает людям в изучении языка, хотя эффективность обучения полностью зависит от пользователей. Технология в эту эпоху выросла не только из качества, но и из эффективности. Они движутся быстро без каких–либо ограничений от каждого продукта. Необходимость технологических инноваций принесла революцию в области коммуникации и быстрое развитие технологических приложений в преподавании и обучении. Эта технология внесла вклад в улучшение языкового общения в Узбекистане. Каждая школа использовала ИКТ, чтобы помочь учителю учить учеников в классе. Многие виды приложений, которые они используют в классе, улучшили урок. Хартойо (2008) также утверждает, что обучение английскому языку сформировалось в результате поиска «одного из лучших методов» обучения языку. Независимо от того, было ли в центре внимания чтение, грамматические правила и словарь целевого языка (например, метод перевода грамматики), говорение (как общаться с целевым языком, таким как прямой метод, аудио–лингвальный метод…) Что касается языка сообщества, коммуникативного подхода) или других вопросов (например, метод полного физического реагирования), попытки преподавательской профессии были сформированы желанием найти «лучший» способ обучения, чем существующий метод. Последний метод, который разрабатывается, – это изучение языка с помощью компьютера CALL (Computer–assisted language learning). Некоторые эксперты и практики обучения языку в CALL решительно поддерживают использование ИКТ в изучении языка для повышения эффективности и результативности обучения, что может

улучшить качество понимания и овладение изученным языком. Другими словами, интеграция ИКТ в области изучения языка неизбежно известна тем, что ИКТ и изучение языка являются двумя аспектами, которые поддерживают друг друга, как две стороны неразделимой монеты (Hartoyo, 2010). К счастью, использование языка обучения с помощью компьютера (CALL) заметно увеличилось учителями английского языка.

Рассмотрение компьютеризированного изучения языка с использованием компьютера. Этот инструмент гибкий, многофункциональный и интерактивный. Это гибкий с точки зрения времени и места. Предполагается также, что больше, чем другие средства массовой информации, могут стимулировать студентов к изучению языка. Это связано со способностью компьютера представлять материалы более разнообразными способами, чем книга или видео. Кроме того, CALL способен генерировать взаимодействие и улучшать коммуникативную компетентность, включая предоставление аутентичного материала для класса или самообучения. Метод фокусируется на использовании компьютера для улучшения изучения языка.

Использование ИКТ в образовании абсолютно необходимо. Интеграция ИКТ в процесс преподавания и обучения является предметом интереса для многих исследователей, включая специалистов в области образования. На основе использования ИКТ могут применяться три разные области применения, такие как: учебная программа, тематика и обучающая программа. ИКТ также с точки зрения поиска учебных материалов из первоисточников и признанных. Находя статьи в международных журналах, студенты могут получить их, просто сидя перед компьютерами, подключенными к Интернет. Вся информация о науке может быть представлена в короткие сроки только через Интернет. Учебные материалы, которые были получены и скопированы и переданы на USB, также могут быть распечатаны напрямую, чтобы их можно было использовать в качестве учебных материалов. В последнее время преподаванию и обучению с помощью компьютера стало востребовано.

Английский язык является необходимостью для большинства людей в современном мире, в то время как развитие технологий всегда имеет очень высокий уровень и также способствует развитию образования, особенно английского языка. Поскольку английский является одним из трудных уроков, учитель должен создавать интерактивное преподавание и обучение, чтобы заинтересовать учащихся. В истории развития образования информационные технологии являются частью среды, используемой для передачи послания науки многим людям, начиная с технологий печати несколько веков назад, таких как печатные книги, такие как телекоммуникации, до средств массовой информации, голос, записанный на кассеты, видео, телевидение и CD.

Развитие информационных технологий, Интернет, направляет историю образовательных технологий в новом русле. Онлайн–сервисы в образовании

как степени, так и не степени в основном предоставляют образовательные услуги пользователям, использующим Интернет в качестве средства. Онлайн–сервисы могут состоять из различных этапов процесса образовательных программ, таких как: регистрация, вступительный экзамен, оплата, обучение, назначение кейсов, обсуждение кейсов, экзамены, оценки, обсуждения и объявления. Ничего положительного влияния различных исследований на использование ИКТ для поддержки обучения в школе, это необходимо, если школа не чрезмерна в этой стране, также есть перспектива будущего, которое позволит использовать ИКТ для поддержки обучения, и они:

Электронные Книги. Электронная книга, которая использует компьютерные технологии для доставки мультимедийной информации в компактной и динамичной форме. В «электронной книге могут быть интегрированы впечатления» звук, графика, изображения, анимация и «фильм», так что представленная информация богаче, чем обычные книги. Тип электронной книги простейший представляет собой простой перевод обычных книг в электронном виде, отображаемых на компьютере. Благодаря этой технологии сотни книг можно хранить на одном клочке твердого диска / CD »или« компакт–диска (емкостью около 700 МБ), DVD или универсального цифрового диска »» (емкостью от 4,7 до 8,5 ГБ) и «флэш–карты». (в настоящее время доступна емкость до 16 ГБ). Более сложный и требует более строгого дизайна, такого как Encyclopedia Britannica и Microsoft Encarta encyclopedia, который находится в мультимедийном формате. Мультимедийный формат позволяет электронной книге предоставлять не только письменную информацию, но и звук, изображения, фильмы и другие мультимедийные элементы. Например, описание типа музыки может сопровождаться кадрами звука музыки, чтобы пользователь мог четко понимать, что подразумевается под средством визуализации.

Электронное обучение. Различные определения могут быть найдены для «электронного обучения». Виктория Л. Тинио, например, утверждает, что «электронное обучение» включает в себя обучение на всех уровнях, формальном и неформальном, которое использует компьютерную сеть (интранет и экстранет) для доставки учебных материалов, взаимодействия или содействия. Большую часть процесса обучения, который происходит с помощью Интернета, часто называют онлайн–обучением. Электронное обучение – это обучение с помощью электронных услуг. Хотя различные определения, но в основном согласились, что электронное обучение – это обучение с использованием электронных технологий в качестве средства представления и распространения информации. В определение образовательных телевизионных и радиопередач включена форма электронного обучения. Хотя радио и телевизионное образование является формой электронного обучения, в целом принято считать, что электронное обучение достигает пика формы с интернет–технологиями.

«Интернет–обучение» или «обучение через Интернет» в простейшем виде – это «веб–сайт», используемый для представления учебных материалов. Этот метод позволяет учащимся получить доступ к учебным ресурсам, предоставленным докладчиками или фасилитаторами, когда это необходимо. При необходимости может быть также предоставлен список рассылки специально для учебного сайта, который служит форумом для обсуждения. Средство электронного обучения «завершено», предоставляемое специальным программным обеспечением, называемым **LMS** (система управления обучением). В настоящее время работает интернет–технология на основе LMS, поэтому к ней можно получить доступ из любого места через доступ к Интернету. Предоставляемые услуги включают управление студентами или учащимися, управление учебными материалами, управление обучением, в том числе управление оценкой обучения и управление общением между учащимися и фасилитаторами. Это средство позволяет управлять учебной деятельностью при отсутствии очного контакта между вовлеченными сторонами (администраторами, фасилитаторами, учащимися или учащимися). «Присутствие»: участвующие стороны представлены по электронной почте, в чате или через видеоконференцию. В современную эпоху, когда информационные и коммуникационные технологии стремительно развиваются и превращаются в образ жизни людей во всех возрастах и местах, их грамотность, несомненно, стала первостепенной необходимостью. Чувствительность технологии помогает справиться с более важной задачей и достичь более высоких достижений в области образования, профессиональной карьеры и социальных отношений, в которых ее грамотность является основным условием. ИКТ, что означает «Информационные и коммуникационные технологии», разрабатывается следующим образом. ИКТ охватывает любой продукт, который будет хранить, извлекать, манипулировать, передавать или получать информацию в электронном виде в цифровой форме. Например, персональные компьютеры, цифровое телевидение, электронная почта, роботы. Таким образом, ИКТ связаны с хранением, поиском, манипулированием, передачей или получением цифровых данных. Важно также то, что эти различные виды использования могут работать друг с другом.

ИКТ определяется как технология, функция которой заключается в поддержке процесса передачи информации и коммуникации. Развитие ИКТ делает процесс коммуникации простым и понятным. Люди могут общаться через телефон, интернет, электронную почту, спутниковую связь, телевидение, видеоконференции и так далее. Процесс этих коммуникаций применяется в изучении языка. В изучении языка существует связь между учителем и учеником. Процесс обучения не всегда осуществляется путем непосредственного подчинения учителя и учеников в определенной комнате или в определенном месте. В качестве примера, учитель может использовать Интернет в качестве средства передачи уроков, заданий или другой информации своим ученикам.

В контексте изучения языка ИКТ играют важную роль в качестве «средства массовой информации», связывающего и способствующего процессу обучения, или прямого общения между учениками и учителем, хотя они не присутствуют в одной комнате или месте в определенное время. Программа изучения языка может быть создана, чтобы позволить студентам изучать уроки с руководством, инструкцией, информацией или дополнительным объяснением. ИКТ в изучении языка используется в качестве справочника. Компьютер может хранить неограниченное количество уроков или ссылок, к которым можно получить доступ в любое время, в любом месте и точно.

Некоторые материалы по изучению языка, такие как текстовые материалы, аудио–видео необходимо представить учащимся. Презентация помогает учащимся хорошо понять учебный материал.

Некоторые из различных типов упражнений могут быть обеспечены с помощью ИКТ, включая стимулы представления в различных комбинациях текстового, аудио и видео формата. ИКТ также предоставляет возможность анализа ответов учащихся с соответствующей обратной связью (Hartoyo, 2012).

Применяя ИКТ в изучении языка, учитель может либо приобрести готовые материалы, либо создать свои собственные материалы для упражнений, используя различные авторские инструменты. (Hartoyo, 2012).

Компьютерная оценка CAA (Computer Aided Assessment) играет все более важную роль в преподавании и изучении иностранных языков. Эти средства массовой информации используются для тестирования и оценки понимания студентов после изучения некоторых курсов.

Существуют инструменты ИКТ, которые помогают учителям и учащимся или студентам публиковаться или связаны в своей работе в локальной сети. Учитель и учащиеся могут использовать ИКТ, чтобы помочь им опубликовать свою работу следующими способами:

• текстовые процессоры и программное обеспечение Desk Top Publishing (DTP)

• выполнение аудио записи и редактирования инструментов для записи интервью, обсуждений, учебных материалов и т. д.

• использование цифровой камеры и видеокамеры для записи презентаций, драмы, ролевых игр и т. д.

• Power Point может использоваться в качестве средства для публикации презентаций

• веб–страницы с использованием инструментов веб–разработки

Технологии могут помочь учащимся и учителям общаться друг с другом. Некоторыми инструментами ИКТ, которые можно использовать в качестве носителя информации, являются: 1) электронная почта, которая позволяет изучающим язык общаться с «веб–друзьями» в других странах; 2) тандемное обучение; 3) компьютерная дискуссия; 4) сетевая учебная среда; 5) аудиоконференция; 6) видеоконференция.

Основные преимущества:

1. Требуемая информация будет более быстрой и легко доступной в образовательных целях.

2. Инновации в обучении растут в присутствии инноваций электронного обучения, которые еще больше облегчают учебный процесс.

3. Развитие ИКТ также позволит создать виртуальную классную комнату или телеконференцию на базе класса, которая не требует, чтобы преподаватель и учащиеся находились в одной комнате.

4. Системное администрирование в учреждении будет более легким и плавным благодаря применению систем ИКТ.

ИКТ является одной из форм передовых научных технологий, должны быть оптимизированы функции, особенно при осуществлении обучения. ИКТ предоставляет студентам в эпоху глобальной конкуренции возможности получать адекватные материалы. Благодаря инновационному обучению на основе ИКТ студенты могут получить широкие возможности для оттачивания и развития компетенций в международном масштабе. С другой стороны, умственное отношение и уверенность в себе в доступе к любой информации, необходимой для обучения, независимо влияют на ценность обучения характера ученика, который не всегда зависит от других.

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РОЛЬ ИНФОРМАЦИОННО–КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Сабирова Г.С., *докторант УзГУМЯ*

Зокирова Г.С., *академический лицей при Финансовом институте, старший преподаватель*

Abstract. *This article sh ows the influence of Information Technologies in Teaching foreign languages. The hypothesis of using IT based materials instead of traditional resources would achieve better results was confirmed.*

Информационные технологии широко внедряются в различные отрасли науки. Они используются как при обучении техническим, так и при обучении гуманитарным наукам. Следовательно, обучение английскому языку с применением информационных технологий приобретает все большую значимость.

Компьютеризация учебного процесса и внедрение информационных технологий заинтересовала многих ученых Узбекистана: М.У.Ашурова, О.В.Абдувалиеву, Н.Джумабаева, Д.У.Хошимову и поэтому и на сегодняшний день накоплен значительный опыт в применении информационно–коммуникационных технологий в обучении английскому языку. Но, несмотря на это, как показывает практика, обширное использование информационно–коммуникационных технологий на уроках английского языка в средних общеобразовательных школах Узбекистана еще не приобрело широкого распространения. Методическая работа в средних общеобразовательных школах остается на традиционных рельсах, не используются возможности информационных технологий. Одной из основных причин этого является недостаточная разработанность методического аспекта использования информационно–коммуникационных технологий в области обучения английскому языку; отсутствие единого относительно информационных технологий инструмента описания видов учебной деятельности.

На наш взгляд, разработка методики обучения иностранным языкам с использованием информационно–коммуникационных технологий на уроках английского языка, созданных с учётом родного (узбекского) языка учащихся и способствующих развитию лингвистической компетенции может кардинально изменить положение. Для создания методических комплексов, нацеленных на обучение иностранным языкам с применением информационных технологий, прежде всего, необходимо быть осведомленным о возможностях информационных технологий. В связи с этим в данной статье делается попытка раскрыть потенциальные возможности информационных технологий и их преимущества в отличие от традиционных методов обучения иностранным языкам.

Но прежде чем приступить к описанию информационных технологий в сфере обучения иностранным языкам, мы считаем необходимым, остановиться на определении понятия «информационных технологий». Учёные по–разному трактуют понятие “информационных технологий”. Если одни склонны считать, что это «совокупность методов и средств сбора, хранения, обработки, передачи и представления информации, расширяющих знания людей и развивающих их возможности по управлению техническими и социальными процессами» [2], то по мнению других это “совокупность методов производственных и программно – технологических средств, объединенных в технологическую цепочку, обеспечивающую сбор, хранение, обработку, вывод и распространение информации» [3]. На основе существующих определений «информационным технологиям», мы выработали своё определение. На наш взгляд, информационные технологии – это программно–технологическая средства, позволяющие получать, хранить, передавать информацию. Следовательно, рассматривая понятие «информационных технологий» по отношению к методике обучения языкам, можно констатировать, что информационные технологии в методике

обучения языкам – это совокупность методов и средств получения, хранения, передачи, обработки и распространения информации о языке, законов его изучения с помощью компьютера.

Информационно–коммуникационные технологии неимоверно ускоряют процесс обучения английскому языку и способствуют более эффективно организовать урок. Работа учащихся на уроках с использованием информационных технологий осуществляется под руководством учителя, а во внеурочное время – без него. Поскольку самостоятельная работа учащихся должна контролироваться, она должна быть организована, как считает К.В.Александров, специалист в области обучение иностранным языкам, на основе следующих принципов:

- приоритетность самостоятельного обучения – информационно–коммуникационная среда направляет учащихся на самостоятельное обучение, обеспечивая со стороны преподавателя корректирующую функцию;
- последовательность и поэтапность представления материала на основе методических принципов – весь учебный процесс должен осуществляться в соответствии с методическими принципами;
- адаптируемость и вариативность – преподаватель должен иметь возможность создавать тематические блоки, содержащие лексический, грамматический, любой иной языковой материал [1].

На наш взгляд, соблюдение вышеперечисленных принципов при самостоятельной деятельности учащихся способствует закреплению и усовершенствованию их знаний.

Информационные технологии выступают как одни из основных источников информации, и в отличие от учебников обладают высокой степенью интерактивности, мультимедийностью, вызывают живой интерес у учащихся и способствуют успешному освоению материала.

Необходимо также отметить, что по сравнению с традиционными учебно–методическими средствами компьютерные учебные программы обладают рядом преимуществ, таких как:

- помогают погрузиться в иноязычную среду – участие в совместных проектах, форумах, чатах, видео и веб–конференциях;
- насыщают уроки готовыми учебными материалами – аутентичные тексты, упражнения, направленные на развитие грамматических и лексических навыков, раздаточные материалы;
- дают возможность создавать авторские учебные программы или материалы с помощью компьютерных программ и Интернет–ресурсов;
- предлагают, как очные, так и дистанционные формы обучения, способствующие освобождению времени на устные беседы и обсуждения;
- создают благоприятные условия для обучения, обеспечивая конфиденциальность;

- индивидуализируют процесс обучения – учащиеся имеют возможность работать на персональных компьютерах в удобном для них темпе, режиме обучения;
- мотивируют учащихся на хорошие результаты.

Перечислив все достоинства и преимущества информационных технологий, необходимо отметить и недостатки использования информационных технологий, которые необходимо учитывать в обучении.

Во–первых, учащиеся при поиске информации в сети Интернет должны учитывать, что информация, предоставляемая на различных сайтах, может быть не вполне достоверной, что может привести к неправильному формированию языковых и речевых навыков.

Во–вторых, не вооруженность веб–адресами может привести к потере большого количество времени учащихся, особенно если этот вид деятельности осуществляется на уроках;

В–третьих, индивидуализация обучения имеет и негативные стороны, такие как свертывание социальных контактов, сокращение общения. Учащихся не интересует успехи и неудачи своих друзей, они всецело поглощаются в свои заботы.

Преодоление этих недостатков требует от учителя проверки достоверности информации в предлагаемых адресах и умения умело оперировать индивидуальной работой учащихся.

Таким образом, компьютерные учебные программы можно использовать как на уроках, так и во внеурочное время, как в групповой, так и в индивидуальной деятельности учащихся. Компьютерные технологии способствуют повышению эффективности и мотивации обучения, моделируют условия коммуникативной деятельности, способствуют индивидуализации в условиях коллективной работы, самостоятельности и активности, обеспечивают оперативность обратной связи при обработке результатов обучения, а также создают положительное эмоциональное настроение.

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ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА С ПОМОЩЬЮ YOUTUBE

Зохидова Р.Э., *студентка УзГУМЯ*

Abstract. *The functions of YouTube to learn the English language are described in the article. Skills of language, which can be improved, with a help of technology are analyzed. Efficient language learning tips with a help of technology are proposed.*

Процесс коммуникации и распространения информации стал очень быстрым во всей части света, человеческой жизни и причиной последних радикальных изменений. Современные технологии очень быстро способствовают развитию науки и ее технологического применения. Некоторые обычные приложения, которые вы, вероятно, используете каждый день, это приложения на вашем мобильном телефоне, которые помогают вам улучшить ваш иностранный язык, в частности, английский язык.

Специалисты по компьютерам разрабатывают и поддерживают компьютерные программы, такие как YouTube. И это отличное решение для людей, желающих быстро выучить английский и не только, а также индивидуальные уроки с носителями языка по YouTube. Такие программы в последнее время становятся всё более популярными, благодаря быстрому развитию информационных технологий и всё большему числу пользователей интернета и социальных сетей.

Английский язык нужен для достижения самых прекрасных целей, будь то базовый разговорный уровень для путешествий, расширение своих знаний, для личного пользования или углубленные знания для сдачи экзаменов, работы или переезда зарубеж, занимаясь по YouTube, можно получить необходимый уровень знаний по английскому языку и, в то же время, очень удобно.

Изучить английский язык по YouTube можно с помощью нескольких форм обучения. Правила грамматики могут быть представлены и объяснены в форме презентаций или в форме видео, предварительно составленных и загруженных на профильный сайт, к которым в процессе урока обучающемуся дается доступ. Восприятие слуха также имеет большое значение и дается в виде видеороликов, например, составленные на программе Powtoon, или песен, или фильмы на английском языке с субтитрами. Для дополнительной практики закрепления пройденной темы обязательно дается домашнее задание, так как с грамматическими упражнениями обучающийся может хорошо закрепить пройденную тему, а также иногда дается мотивировать, хоть на английском, хоть на русском языках, для дальнейшего изучения иностранного языка.

Студент, который хочет изучить английский язык с помощью YouTube, должен находиться в комфортном месте и в комфортных условиях, что позволяет лучше усвоить новый пройденный материал. С помощью самостоятельного изучения английского языка, находясь дома, в online режиме, точнее с использованием интернета, позволяет экономить время.

При просмотре видео уроков, студент может расширить и пополнить свой словарный запас. Этот процесс происходит быстрее, благодаря регулярному просмотру видеороликов, что позволяет переходить с пассивного словарного запаса к активному.

Самая хорошая сторона изучение языка в программе YouTube, это то что студент сам может выбрать время и график систему обучения, а также студент может скачать видео из YouTube с помощью программы SaveFrom и беспрерывно смотреть видео в своем компьютере или в телефоне в offline режиме, благодаря чему улучшается качество образования., что позволяет учиться тогда, когда есть свободное время: утром перед учебой, в обеденный перерыв, днем. Такие интересные, самоучительные и интерактивные занятия подходят для огромного числа людей для таких, как путешественников, молодых мам, студентов, бизнесменов и беременных, не имеющих возможности посещать учебные центры для изучения английского языка

Благодаря такой системе обучения, изучение английскому языку может стать результативным, мотивационным и прекрасным время препровождением.

Когда студенты просматривают видео урок, по сути, они работают один на один с преподавателем. Просмотрев видео, они могут оставить свои комментарии или свои вопросы касающийся темы. Образованный, ответственный учитель ответит на их комментарии в письменном варианте или ж запишет еще один дополнительный урок по вопросам читателей.

Если студенту нравится заниматься по коротким урокам, например, по пять, шесть минут, то его заинтересуют такие уроки. А также, тот, который хочет изучить английский язык, но не понимает беглую английскую речь, может выбрать уроки от русскоговорящих преподавателей. Однако всегда следует помнить о том, что при изучении английского языка с эффективные результатами, с помощью YouTube, следует иметь строгий контроль времени, например, с 15:00 до 17:00 будут уделять время только на изучение английского языка с помощью YouTube. И только в этом случаи, имея строгий самоконтроль времени, можно достичь отличных результатов, с легкостью выучить английские слова, заполнить словарный запас и улучшить свой слух, так как это играет очень важную роль в изучении иностранного языка. Эффективное слушание обеспечивает понимание, и, кроме того, помогает повысить точность речи. Как можно улучшить свои навыки слушания? Выслушивая активно, то есть, обращая внимание на то, что как это сказано. Итак, слушайте:

- английские песни и музыки – ретро или современная; жанр, который обучающийся предпочитает, но следует обратить внимание на текст и на произношение слов;
- просмотр фильмов, сериалов, новостей на английском языке; скачивание их может дать шанс посмотреть видео несколько раз и понять суть этого фильма, сериала и т.д.

А если уже иметь хорошую устную речь на английском языке, но при этом стесняться публики, то обучающийся может снимать свои самоучительные или мотивационные видео и может выложить их в YouTube, так как это даст ему сделать самостоятельный вывод и уверенность для дальнейшего изучения английского языка. Такая форма обучения даст ученикам сильную мотивацию и интерес в изучении языка.

Я рекомендую студентам посмотреть эти видео уроки, с помощью которых после просмотров, студенты могут улучшить свой английский язык:

https://youtu.be/sn5h7yto_iq

https://youtu.be/jul2uronzoq

https://youtu.be/xzkbcwh8s4w

Очевидно, что дальнейшее развитие английского языка с высокой степенью употребления в сети Интернет напрямую зависит от дальнейшей эволюции информационных технологий и компьютеризации общества. Таким образом, информационно – коммуникационные технологии становятся неотъемлемой частью изучения английского языка, что позволяет людям получить необыкновенно интересный материал и полезный опыт.

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НЕКОТОРЫЕ ВАРИАНТЫ ПРИМЕНЕНИЯ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Ибрагимова Ш.Т., *старший преподаватель ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *This article discusses such aspects of the use of information technologies in teaching of foreign languages, as their systematic use as teaching aids, fragmentary use and the use of tool software. It reveals the essence of information and communication technologies, determines their role in teaching of foreign languages in the context of modernizing education.*

Применение информационно–коммуникационных технологий в преподавании иностранных языков является одним из важнейших аспектов совершенствования и оптимизации учебного процесса, обогащения арсенала методических средств и приемов, позволяющих разнообразить формы работы и сделать процесс обучения интересным и запоминающимся для студентов.

Существует много различных подходов к определению термина «информационно–коммуникационные технологии» в современной науке. На

пример, “Словарь педагогического обихода” (под ред. Л.М. Лузиной) трактует информационно–коммуникационные технологии (ИКТ) — как совокупность средств и методов преобразования информационных данных для получения информации нового качества (информационного продукта) [1].

В современных источниках информационно–коммуникационные технологии представляют собой широкий спектр цифровых технологий, применяемых для создания, передачи и распространения информации и оказания услуг (компьютерное оборудование, программное обеспечение, сотовая связь, электронная почта, сотовые и спутниковые технологии, сети беспроводной и кабельной связи, мультимедийные средства, а также Интернет) [2, с. 54–59].

Сегодня через использование новейших разработок в области обучения иностранным языкам, основанным на использовании технологии мультимедиа, процесс обучения перешел на качественно новый уровень – теперь можно с уверенностью сказать, что даже в условиях вузовского обучения, то есть, строго говоря, искусственного общения, можно смоделировать ситуации реального, естественного общения [8].

Многие ученые считают, что любой метод обучения обогащается за счет интеграции в него информационных технологий. Но если в процессе обучения информатике средства ИКТ выступают и как объект изучения, и как средство обучения, то в процессе преподавания иностранного языка они являются только средством обучения. Под средствами ИКТ следует понимать программные, программно–аппаратные и технические средства и устройства, функционирующие на базе микропроцессорной, вычислительной техники, а также современных средств и систем транслирования информации, информационного обмена, обеспечивающие операции по сбору, продуцированию, накоплению, хранению, обработке, передаче информации и возможность доступа к информационным ресурсам локальных и глобальных компьютерных сетей (см.[1]). К наиболее часто используемым в учебном процессе средствам ИКТ относятся:

- электронные энциклопедии и справочники
- электронные учебники и пособия, демонстрируемые с помощью компьютера и мультимедийного проектора
- видео– и аудиотехника
- образовательные ресурсы Интернета
- тренажеры и программы тестирования
- DVD и CD диски с картинами и иллюстрациями
- научно–исследовательские работы и проекты [3].

С помощью вышеперечисленных средств ИКТ можно активизировать познавательную деятельность студентов; обеспечить положительную мотивацию обучения; обеспечить высокую степень разнообразия обучения; усовершенствовать контроль знаний, умений и навыков; рационально организовать учебный процесс, повысить эффективность занятий;

формировать навыки исследовательской деятельности; обеспечить доступ к различным справочным системам, электронным библиотекам, другим информационным ресурсам.

Использование компьютерных программ при обучении иностранному языку позволяет предъявлять учебный материал более наглядно и доступно, чем в устной форме. Очень важно и то, что студент может работать на занятии в индивидуальном режиме, продвигаясь в постижении нового материала в своем темпе, возвращаясь к непонятым местам, если это требуется, или забегать вперед [4].

Компьютер развивает самостоятельность обучающихся и создает благоприятную психологическую атмосферу на занятии, придавая им уверенность в себе, что является немаловажным фактором для развития индивидуальности студентов [5].

На основе анализа литературы по этому вопросу можно выделить следующие варианты применения информационных технологий в преподавании иностранного языка:

1. Систематическое использование информационных технологий в качестве средств обучения.
2. Фрагментарное использование информационных технологий.
3. Реализация всего курса обучения при помощи компьютера.

Таким образом, можно предложить следующие варианты применения средств информационно коммуникационных технологий в процессе обучения иностранному языку:

1. Проведение текущих и итоговых тестовых занятий (по темам, разделам, курсам) с использованием диагностических, тестовых программ по лексике, грамматике.
2. Использование педагогических программных средств как: одного из способов введения новой лексики или грамматического материала в тех случаях, когда это представляет определенную трудность.
3. Использование инструментальных программных средств – справочников, словарей, программ проверки правильности орфографии – для выполнения студентами самостоятельных творческих заданий, переводов по–домашнему, аналитическому чтению и других работ, а также для преподавателя, в качестве инструментального средства для создания тестов, обучающих программ, автоматизации процесса обработки результатов учебного процесса и т.д.
4. Использование телекоммуникаций в основном во внеаудиторное время (задания для самостоятельного выполнения, совместные проекты, переписка по электронной почте, …).

Современные компьютерные технологии на сегодняшний день используются во всех сферах деятельности человека. Подготовка специалиста в любой области знаний включает в себя как минимум обязательную пользовательскую подготовку, компьютерная грамотность становится одной из составляющих современного понимания образованного

человека. Именно поэтому сегодня необходимо уделять серьезное внимание использованию средств новых информационных технологий в обучении иностранному языку. Вместе с тем, внедрение в учебный процесс информационно–коммуникационных технологий вовсе не исключает традиционные методы обучения, а гармонично сочетается с ними на всех этапах обучения. Использование информационных технологий позволяет не только повысить эффективность обучения иностранным языкам, но и стимулирует студентов к дальнейшему самостоятельному изучению иностранных языков и изменить в положительную сторону мотивы их изучения[8].

Использованная литература:

1. Словарь педагогического обихода / под ред. Л. М. Лузиной. — Псков, 2003.
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5. Войтко С.А. Об использовании информационно–коммуникационных технологий на уроках английского языка // Интернет–журнал Фестиваль педагогических идей «Открытый урок», 2004–2005 [Электронный ресурс]. – URL : http://festival.1september.ru/articles/415914/
6. Голубева Т.И., Репина С.О. Применение информационных технологий в обучении иностранному языку, 2004.
7. Итинсон К.С., Рубцова Е.В. Использование информационных технологий в процессе обучения иностранных студентов филологическим дисциплинам в ВУЗе//Фундаментальные исследования, 2015.
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ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Кадирова Ф.Х., *ассистент преподаватель ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *The functions of YouTube to learn the English language are described in the article. Skills of language, which can be improved, with a help of technology are analyzed. Efficient language learning tips with a help of technology are proposed.*

Использование новых технологий в образовании стало центром многих исследований. Современное образование должно сочетаться с современными технологиями для достижения наилучших результатов. Преподаватель и ученик могут использовать эту технологию для улучшения стратегий преподавания и обучения. С другой стороны, многие люди обеспокоены возможными вредными последствиями использования технологий в классе или дома. Потеряют ли студенты свою способность общаться с другими людьми? Будут ли они зависеть от технологии, чтобы учиться? Найдут ли они неподходящие материалы? То же самое, вероятно, было сказано с изобретением печатного станка, радио и телевидения. Все это может быть использовано не по назначению, но все они предоставили человечеству неограниченный доступ к информации, которая может быть превращена в знания. При надлежащем использовании – в интерактивном режиме и под руководством – они стали инструментами для развития навыков мышления высшего порядка.

Начнем с того, что телевидение – это изобретение, которое помогает нам получать полезную информацию самым простым способом. «Я думаю, самое важное преимущество телевидения в том, что оно является огромным источником информации, знаний и развлечений». (Войтас Додано, 2003). Хотя телевидение не является новым изобретением, люди пытаются найти много новых способов использовать его как средство коммуникации. Некоторые из преимуществ телевизора в том, что он может помочь ученикам по–разному. Например, изучающий английский язык или любой другой язык – может найти коллекцию программ, фильмов, сериалов, документальных и образовательных программ и каналов, которые они могут использовать для изучения желаемого языка. Кроме того, телевидение – это простой, дешевый и доступный инструмент для общения со всем миром и получения новостей в любое время и в любом месте. Чтобы сосредоточиться на изучении языка, телевидение может помочь во многих отношениях. Например, учащийся может смотреть фильм во время чтения субтитров или смотреть простую языковую программу, чтобы усилить навыки слушания. Телевидение также может представлять множество различных шоу, не только развлекательных, но и новостных, документальных программ, образовательных программ, исторических и научных фильмов.

Во–вторых, интернет, который становится самой популярной технологией в наши дни. Это можно считать «лучшим» способом поддерживать связь с друзьями из всех стран мира. Другими словами, Интернет делает нашу землю маленькой деревней. Это на самом деле имеет так много преимуществ; мы можем упомянуть здесь использование для поиска информации и данных для академических целей. Студенты всегда могут использовать Интернет, чтобы получить больше информации для своих исследований. Это также стало популярным способом общения, вы можете отправлять электронные письма, использовать чат, голосовой чат или даже видео чат с друзьями и семьей. Если мы посмотрим поближе, то

интернет играет сегодня важную роль в образовании. Волна Интернета также ударила по образовательному ландшафту во многих отношениях. Использование таких технологий, как Интернет, в качестве учебного пособия в школах в настоящее время не является проблемой, поскольку оно широко используется. Относительно, вопрос заключается в том, как эффективно использовать такие технологии и в полной мере использовать новые возможности, созданные ими для продвижения положительного опыта обучения студентов.

Компьютерное обучение широко используется учителями и изучается исследователями. Учителя используют компьютеры в классных комнатах и дают ученикам задания для интеграции технологии с домашней работой. Был проведен ряд исследований, касающихся того, как использование компьютера для изучения языка влияет на развитие четырех навыков у изучающих язык (аудирование, говорение, чтение и письмо).

Большинство из них сообщают о значительных успехах в чтении и аудировании, и большинство программ CALL ориентированы на эти доступные навыки из–за текущего состояния компьютерных технологий. Однако большинство программ для чтения и прослушивания основано на учениях. С другой стороны, использование современной технологии CALL, даже с ее нынешними ограничениями, для развития речевых способностей привлекло большое внимание. Был достигнут некоторый успех в использовании CALL, в частности, компьютерной коммуникации, для помощи в разговорных навыках, тесно связанных с «коммуникативной компетенцией» (умение вести содержательный разговор на целевом языке), и для обеспечения контролируемой интерактивной практики разговорной речи за пределами класса. Было показано, что использование чата помогает ученикам запрограммировать определенные часто используемые выражения, чтобы способствовать развитию автоматической структуры, которая помогает развивать навыки речи. Это верно, даже если чат является чисто текстовым. Использование видеоконференций дает не только непосредственность при общении с реальным человеком, но и визуальные подсказки, такие как выражения лица, делая такое общение более реальным.

Тем не менее, когда речь идет об использовании компьютера не в качестве средства общения (с другими людьми), а в качестве чего–то, с чем можно напрямую общаться в устной форме, существующие ограничения компьютерных технологий наиболее очевидны. В настоящее время есть два довольно успешных приложения автоматического распознавания речи (ASR) (или технологии обработки речи), где компьютер «понимает» произнесенные слова учащегося. Первый – это обучение произношению. Учащиеся читают предложения на экране, и компьютер дает обратную связь относительно точности высказывания, обычно в форме визуальных звуковых волн. Второе – это программное обеспечение, в котором ученик произносит команды для компьютера. Тем не менее, говорящие в этих программах ограничены заранее заданными текстами, так что компьютер «поймет» их.

Наконец, «Сотовые телефоны оказывают большое влияние на нашу жизнь и очень удобны для нас. Сотовые телефоны – это более быстрый и эффективный способ передачи информации. Действительно, это ресурс, который дает своим пользователям большие преимущества». (Гупта 2010). Мобильные телефоны – это самый быстрый способ общения с людьми, и он может сэкономить многие вещи благодаря «карманному размеру». Мобильные телефоны в основном используются в качестве инструмента для звонков и отправки коротких сообщений. Тем не менее, в настоящее время они были разработаны настолько, чтобы быть устройством для многоцелевого использования. Например, мы можем подключиться к Интернету через мобильные телефоны. Мы также можем использовать некоторые приложения в системе, такие как GPS, словарь, развлечения и другие. Мобильные телефоны с камерами в настоящее время очень популярны, и каждый может использовать камеру, чтобы делать фотографии и видео, когда у них есть специальные мероприятия. Это были преимущества использования мобильных телефонов в целом. Тем не менее, если мы хотим ограничить использование учебной частью, мы можем найти много примеров того, как мы можем использовать наши мобильные телефоны в изучении языка. Например, многие сотовые телефоны в настоящее время имеют специальные приложения для обучения и общения. Мы можем использовать наши мобильные телефоны в качестве словаря, если это необходимо, а также мы можем использовать мобильный телефон для доступа к Интернету в любое время и в любом месте. Мощный инструмент для улучшения их образования уже в руках детей. Передача знаний по мобильному телефону очень скоро может значительно дополнить традиционные методы книг / печати. Двумя ключевыми факторами являются: 1. У студентов уже есть мобильные телефоны в развитых странах, и они очень быстро их получают даже в наименее развитых частях мира.

2. Мультимедийные технологии быстро появляются на экранах мобильных телефонов.

Прямой и практичный способ улучшить образование для детей прямо сейчас – это подтолкнуть учебные материалы к экранам мобильных телефонов! Подводя итог, можно сказать, что у технологии есть много граней и средств, и мы должны выбрать правильное использование технологии, чтобы получить максимальную выгоду от нее. Мы должны руководить технологией, и не позволяйте технологии вести нас. Телевидение, Интернет и мобильные телефоны являются некоторыми примерами технологий, которые мы не можем игнорировать, используя их в нашей повседневной жизни, и для того, чтобы следовать скоростной дорожке, вам необходимо следовать скорости этой технологии. Использование технологий в образовании стало фактом в нашей жизни. Преимущества и недостатки – это вопросы, требующие дальнейшего изучения в будущих исследованиях.

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ПРОБЛЕМЫ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В ВУЗАХ И ИХ РЕШЕНИЯ

Курбонов А.М., *преподаватель кафедры Английского языка Бухарского инженерно–технологического института*

Abstract. *This article is dedicated to consideration of education problems in the higher educational institutions. The role of modern information–communication technologies in education is noted. Purposes and structures of innovative developments of the higher educational institutions of the Republic of Uzbekistan are emphasized in the article.*

Лишь тот добьется чести и высот,
кто к знаниям дорогу обретет.
Алишер Навои.

В годы независимости в нашей стране создан прочный организационно–правовой механизм коренного совершенствования системы образования и воспитания, подготовки достойной смены. На основе принятых в сфере государственных программ множество образовательных учреждений было построено заново и оснащено современным оборудованием. Работа в данном направлении набирает обороты, ибо формирование у молодежи самостоятельного мышления и широкого мировоззрения сегодня приобретает еще большую актуальность. Время требует новых подходов к процессу обучения и воспитания, внедрения в сферу инновационных технологий.

Обучение подрастающего поколения сегодня требует от преподавателей высокой квалификации. Чтобы организовать урок в соответствии с требованиями времени, преподаватель должен находиться в постоянном поиске и тщательно готовиться к каждому занятию. С этой точки зрения в систему высшего образования необходимо активнее внедрять новые педагогические технологии и учебные программы, а также последовательно повышать профессиональное мастерство преподавателей.

Также целый ряд работ осуществляется по прохождению курсов слушателями–учителями иностранных языков на основе постановления первого Президента Республики Узбекистан Ислама Каримова «О мерах по

дальнейшему совершенствованию системы изучения иностранных языков» от 10 декабря 2012 года. [1]

Основной целью обучения иностранным языкам является формирование и развитие коммуникативной компетенции студентов, обучение практическому овладению иностранным языком.

Развитие современного Узбекистана характеризуется новым политическим мышлением. Оно выражается в шагах, предпринимаемых Президентом Республики Узбекистан Ш.М.Мирзиёевым, по повышению социально–экономического благосостояния, укреплению интеллектуального и научного потенциала. В реализации этих мер важную роль играют вузы, которые пока не выполняют свое предназначение.

Подтверждением тому является выступление Президента страны Ш.М.Мирзиёева на совещании 24 октября 2018 года, в котором со всей остротой подчеркнуто, что «в условиях ускоренного развития экономики система высшего образования, вместо того чтобы быть «локомотивом» развития, не идет в ногу со временем» [2]. Это, по словам главы государства, связано с отсутствием системы, отвечающей структурным изменениям рынка труда. Вузы не слишком самостоятельны, им не хватает условий для научной деятельности. Все это обусловливает необходимость улучшения качества образования.

Названные пробелы определяют актуальность реализации современных парадигматических направлений инновационного развития высшего учебного заведения. Важнейшие из них:

- повышение охвата бакалавриатом и целенаправленное обучение молодежи профессиям, отвечающим спросу рынка труда, систематизация связей с работодателями на основе ориентированных на них программ;
- отказ от системы традиционного финансирования, что позволит вузам самостоятельно определять спектр расходов, предусматривать выделение грантов, активизировать академическую мобильность студентов и преподавателей, проводить трансграничное дистанционное обучение совместно с отечественными и зарубежными учеными;
- пересмотр системы аттестации и аккредитации вузов, нострификации дипломов с исключением критериев уничижительного характера;
- учет предпочтений профессорско–преподавательского состава вузов при назначении ректоров и проректоров

Успешность осуществления этих мер связана и с организацией учебного процесса. Его уровень напрямую зависит от профессионального мастерства наставников, их фундаментальной подготовленности, честности, добросовестности, ответственности, владения современными педагогическими и информационными технологиями. Бесспорно, что ресурсы интернета при творческом подходе к ним служат мощным источником сведений, позволяющим составлять и систематически обновлять лекции, разрабатывать содержание практических, лабораторных занятий в контексте достижений современной отечественной и зарубежной науки.

Однако опыт последних лет свидетельствует о том, что информатизация процесса обучения наряду с позитивными моментами имеет и негативные. Один из главных недостатков, то, что многие преподаватели стали пользоваться готовыми лекциями, представляя их в учебно–методических комплексах. В результате большинство из них отучилось создавать собственные образовательные материалы.

Применение компьютеров на уроках иностранного языка, факультативных занятиях, элективных курсах значительно повышает интенсивность учебного процесса. При компьютерном обучении усваивается гораздо большее количество материала. Проектная деятельность немыслима без использования информационных технологий. Проект на основе информационных технологий многогранен, эффективен, перспективен, неисчерпаем. Для подготовки проекта используются также возможности Интернета. Формы работы с компьютерными обучающими программами включают: изучение лексики, отработку произношения, обучение диалогической и монологической речи, обучение письму, отработку грамматических явлений, обучение чтению. Радость познания – вот что даёт использование компьютера на уроках. Использование информационных технологий в учебном процессе способствует формированию положительной мотивации. Использование ИКТ на уроках позволяет повысить профессиональный уровень преподавателей.

Следует признать, что, как отметил Президент страны Ш.М.Мирзиёев, уровень учебных программ оставляет желать лучшего. Ибо, несмотря на постоянные обновления, в них все еще недостаточно учитываются функции и виды профессиональной деятельности, передовые форматы получения образования. На мой взгляд, желательно унифицировать их, следуя документам Болонского процесса и положив в основу апробированные временем программы ведущих вузов мира, в которых предусмотрена не только оценка знаний, но и уровни профессиональной компетенции студента.

В овладении профессиональными знаниями, умениями и навыками, повышении уровня научной деятельности молодежи немалую роль играет самостоятельная работа. К сожалению, в ее постановке наблюдаются существенные пробелы. Очевидно, что одна из причин – отсутствие системного руководства, контроля со стороны преподавателей.

Не случайно отечественные студенты после занятий сломя голову спешат домой или в общежитие, тогда как в ведущих университетах мира основную часть времени они проводят в стенах вуза. Как правило, заполняют читальные залы и лаборатории, выполняют разнообразные виды работ, связанные с обогащением профессиональных знаний и расширением научного кругозора, получают консультации преподавателей, делятся с ними результатами самостоятельной работы.

Весь успех педагогической работы зависит от самоусовершенствования преподавателя. Годы работы преподавателем помогли мне сделать вывод: лишь увлечённый делом может увлечь других! Вызвать и развивать интерес

студентов к преподаваемому предмету – ответственная и сложная задача, она требует от преподавателя энтузиазма, воли и педагогического мастерства.

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ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

Насирова Н.Ш., *старший преподаватель кафедры Иностранные языки, ТУИТ имени Мухаммада аль–Хорезми*

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

Настоящее время современные информационные технологии 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 дистанционное образование 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**.** Дистанционное образование (ДО) не должно 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. ДО предполагает постоянный контроль качества усвоения знаний, отсутствие возможности взяточничества на местах за счет внедрения исключающих человеческий фактор объективных автоматизированных процедур оценки знаний. 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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МООК КАК ПЕРСПЕКТИВА ПОВЫШЕНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ ПЕДАГОГИЧЕСКИХ КАДРОВ

Нормуратова В.И., *к.пед.н., доц. УзГУМЯ*

Abstract. *The purpose of this article is to show the possibilities of innovative technology of distance learning in the form of massive open online courses (MOOC), designed to improve the professional competence of pedagogical personnel.*

Процессы глобализации и интеграции захватили все сферы жизнедеятельности современного общества. Мировое образовательное пространство предоставляет уникальную возможность использовать научно–практический потенциал вне зависимости времени и местоположения.

Республика Узбекистан, как равноправный член мирового сообщества, активно вовлечена в процессы, касающиеся преобразований в системе образования, вообще, и системы высшего образования, в частности.

За годы независимости принят ряд значимых Постановлений Президентов нашей страны, нацеленных на совершенствование деятельности образовательных учреждений и повышения качества образовательных процессов. В связи с этим государство ведет целенаправленную, открытую и доступную политику, направленную на повышение уровня подготовки кадров и их конкурентной способности на мировом рынке труда. По одному из постулатов ЮНЕСКО именно уровень системы образования страны определяет уровень ее экономического развития.

Данная статья раскрывает некоторые перспективы развития профессиональной компетентности педагогических кадров путем использования массовых открытых онлайн курсов (МООК). Актуальность данной статьи основана недостаточном теоретическом и методическом обосновании использования возможностей МООК для развития профессиональной компетентности преподавателей вуза.

В связи с этим на сегодняшний день целесообразно исследовать состояние разработанности проблемы развития профессиональной компетентности педагогических кадров средствами МООК в зарубежной и отечественной научно–методической литературе. Необходимо изучить особенности профессиональной компетентности преподавателей вузов на предмет использования МООК в целях самообразования. В рамках научных исследований провести отбор МООК, способствующих развитию профессиональной компетентности педагогических кадров системы высшего образования. Важно исследовать совокупность педагогических условий, способствующих развитию профессиональной компетентности педагогических кадров средствами массовых открытых онлайн курсов. Существенным для решения этого вопроса является изучение и обобщение зарубежного опыта использования МООК для развития профессиональной компетентности педагогических кадров.

МООК как действующая структура существует более 10лет. Термин массовый открытый онлайн курс (МООК) или MASSIVE OPEN ONLINE COURSE (MOOC) ввел канадский преподаватель Дейв Кормьер из Университета Острова Принца Эдварда в 2008 году. В рамках своего курса «Коннективизм и коннективисткое», где платно учились 25 студентов, он впервые использовал МООК для сдачи возможности прослушать этот курс преподавателями и всеми желающим бесплатно. Результатом такой инновации стало 2200 новых слушателей. [1]

С 2012 года МООК получили широчайшую популярность, обусловленную активным включением в разработку курсов престижными университетами разных концов планеты. Именно тогда появились такие платформы как «Coursera (www.coursera.org), Udacity (www.udacity.com) и edX (http://www.edx.org),KhanAcademy (https://www.khanacademy.org/), Peer–to–PeerUniversity (P2PU), Udemy (https://www.udemy.com/), Массачусетского технологического института (MIT) и ALISON». [2]

К 2015 году МООК стала неотъемлемой частью технологии смешанного обучения «в виде организации дистанционного обучения через массовые открытые онлайн курсы приобрела общемировую практику в области неформального образования и прочно вошла в список перспективных направлений развития образования, по мнению многих экспертов, исследователей, педагогов и ученых».

В монографии «Информационные и коммуникационные технологии в образовании» эксперты ЮНЕСКО указывают, что преимущества МООК в том, что они:

– «открыли новые возможности в сфере дистанционного образования»;

– являются «новой теорией обучения – коннективизма: разнообразие подходов, подход к обучению как к процессу формирования сети и принятия решений, обучение и познание как динамический процесс» …;

– «электронные курсы (учебно–методические комплексы), включающие в себя видео лекции с субтитрами, текстовые конспекты лекций, домашние задания, тесты и итоговые экзамены»;

– разрабатываются авторами курсов, которыми являются преподаватели ведущих университетов;

– «опираются на активное участие и взаимодействие студентов с преподавателями и между собой»;

– обеспечивает «наличие у каждого студента персональной учебной среды»;

– включают количество студентов от нескольких сотен до десятков и сотен тысяч.

– дают возможность получение официального сертификата…». [3]

Основываясь на популярности, разнообразии и престижности МООК, существующих на сегодняшний день, они могут и должны стать одной из составляющих системы повышения квалификации работников высшего образования с целью совершенствования их профессиональной компетенции.

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РОЛЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАНИИ

Мехриддинов А., Нурмухаммадов А.А., *студенты ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *This article discusses modern technology in educational institutions; how to handle some of the available information technologies that can be used in education. This topic is important because it can make our teaching and learning foreign languages more effective and interesting. Thus, the article provides a framework for tools such as protractors, rulers, and compasses for using traditional teaching tools, since students are more familiar and more*

accessible to use. In addition, interactive whiteboards are used in many schools as a replacement for traditional whiteboards. Information technologies expand individual learning opportunities and contribute to the development of individual learning plans. The paper concludes the importance of usage technology to make the lessons more enjoyable, creative and effective.

Нынешняя эпоха – это эпоха технологий. Везде, где мы окружены технологическими устройствами, каждый знаком с технологиями. Фундамент всех видов технологий заложен в учебных заведениях. Образование на среднем уровне играет основную роль, так как оно отвечает за развитие общества. Следовательно, среднее образование можно сделать более эффективным за счет использования технологий и всех ресурсов, предоставляемых с помощью технологий. Современный образ жизни требует навыков обучения, которые могли бы помочь ему идти в ногу с развитием науки и техники. Образовательные системы в сообществе и, следовательно, образование не смогут отделиться от других социальных институтов, национальных и международных взаимодействий, широко известных в глобальной деревне. Образование в XXI веке является центром, из которого возникают все изменения и события. Информационные технологии в образовании нуждаются в культуре. Этот образ жизни необходимо изучать вместе с использованием аппаратных ресурсов. Система должна быть обучена использованию информационных технологий; в противном случае покупка и передача технологий и инвестиций будут лишь пустой тратой ресурсов. Хотя эти технологии не являются беспристрастными в каком–либо смысле, их следует использовать в качестве средства передачи информации в существующих социальных структурах. Тем не менее, поскольку процесс изменений и трансформации носит характер социальных институтов человека, система образования также подвержена некоторым изменениям. Но фундаментальная проблема заключается в том, какие стратегии следует принять, чтобы системы образования в развивающихся странах не только следовали за развитыми странами, но и развивались, а прогресс основывался на их собственных потребностях на пути прогресса. Ниже приводятся пояснения о роли информационных технологий и их преимуществах.

Современные технологии меняют способ обучения, и они также изменили процесс обучения. И учителя, и студенты используют эти современные образовательные технологии для архивирования конкретных академических целей. Единственная проблема заключается в том, что информационные технологии стоят дорого, поэтому те, кто не может себе позволить такую цену, как правило, испытывают трудности в использовании возможностей информационных технологий в образовании. Например, более

широкое использование широкополосного доступа в Интернет позволяет студентам своевременно получать доступ к академической информации. Также учителя используют этот широкополосный интернет для создания и доставки академических данных с использованием видео и графических иллюстраций.

Мы можем говорить о многих преимуществах и критике, связанных с использованием технологий в образовании. Сначала мы рассмотрим несколько преимуществ использования технологий в контексте обучения. Технологии в учебном процессе могут повысить мотивацию студентов. Компьютерное обучение может дать студенту немедленную обратную связь и дать правильные ответы. Более того, компьютер может стимулировать студента к продолжению обучения, так как компьютер терпелив и непредвзят. По словам Джеймса Кулика, который изучает эффективность компьютеров, используемых для наклона, студенты обычно получают больше за меньшее время при получении компьютерных инструкций, и они вырабатывают более позитивный подход к изучаемому предмету. Американский педагог, Кассандра Б. Уайт считала, что успешная успеваемость в будущем будет зависеть от того, как использование компьютера и информационные технологии станут важными в образовательном опыте будущего.

Образовательные технологии позволяют учащимся быть активными участниками своего обучения и представлять дифференцированные подходы к опросам. Это расширяет индивидуальное образование и способствует прогрессу персонализированных учебных планов. Студентам предлагается использовать мультимедийные компоненты и интегрировать полученные знания инновационными способами. Даже если у технологии в классе есть много преимуществ, также есть явные недостатки. Отсутствие надлежащей подготовки, ограниченный доступ к достаточному количеству технологий и дополнительное время, необходимое для работы многих технологий, – это всего лишь несколько причин, по которым технология часто не используется широко в классе. Подобно изучению новой задачи, специальная подготовка жизненно важна для обеспечения эффективности при использовании таких вещей, как технологии. Обучение необходимо при работе с технологиями и образованием. Поскольку технология – не конечная цель технологии, а средство повышения эффективности обучения, преподаватели должны хорошо разбираться в технологиях, которые они могут использовать или используют, и их преимуществах перед традиционными средствами. В случае недостатка обучения использование технологии не даст всех хороших

результатов, которые получаются при правильном использовании технологии.

Другая сложность, которая может возникнуть при использовании технологий для преподавания / обучения, – это доступ к достаточному количеству ресурсов. Многие учителя используют технологию, используя проектор или экран, для показа изображения или видео, так как у учеников недостаточно компьютеров, чтобы использовать их и создавать или использовать во время урока. Это также происходит, когда доступ к технологиям ограничен из–за высокой стоимости технологии и страха ущерба. Есть и другие случаи, когда возникают неудобства с ресурсами в таких случаях, например, необходимость перевозить весь класс в компьютерную лабораторию или медиа–комнату.

Одна из плохих сторон использования технологий в образовании заключается в том, что это отнимает много времени. Учителя должны были подготовить не только свои планы уроков, но и подготовить эти ресурсы, используя технологии, которые для учителей, не знакомых с технологиями, могут быть немного головной болью. Еще одна важная проблема заключается в том, что технологии развиваются слишком быстро. Новые ресурсы должны быть разработаны всякий раз, когда технологическая платформа изменяется. Многократные изменения невозможны из–за затрат, и поэтому необходимо обучать учителей, чтобы они знали, как использовать новые технологии. Но даже при наличии всех этих недостатков необходимо было продолжать поддерживать использование технологий, вкладывая средства в подготовку учителей, создавая ресурсы и делая их доступными. В этой части мы рассмотрим некоторые из доступных технологий информации, которые могут быть использованы в образовании. Наблюдая за их сильными и слабыми сторонами, мы собираемся оценить их реализацию в контексте преподавания / обучения. Интерактивная доска – это большой дисплей, подключенный к проектору и ноутбуку / компьютеру. С помощью пера или пальца пользователи могут контролировать то, что видно на дисплее с помощью этих инструментов.

Таким образом, касаясь экрана, можно управлять компьютером. С помощью пера / стилуса пользователь может при необходимости откалибровать систему, активировать программы, кнопки и меню, имеющиеся на компьютере, подключенном к интерактивной доске. Если пользователь хочет ввести текст, он может использовать экранную клавиатуру или использовать рукописный ввод с помощью пера / стилуса. Поскольку технологии и программное обеспечение продолжают развиваться, растет интерактивность, поскольку интерактивные доски снабжаются

программными программами, которые предоставляют все необходимые инструменты и функции, которые могут дать возможность создавать виртуальные издания бумажных флип–чартов с ручками и маркерами. Такое программное обеспечение также включает в себя такие инструменты, как транспортиры, линейки и компасы, для использования традиционных инструментов обучения, поскольку учащиеся лучше знакомы и более доступны для использования.

Кроме того, интерактивные доски используются во многих школах в качестве замены традиционных досок, флип–чартов или видео/мультимедийных систем. Интерактивные доски можно использовать для подключения к интерактивным общим аннотациям и графическим средам. Программное обеспечение помогает учителю вести электронные записи своих заметок для последующего использования. Кроме того, учитель может записывать свои инструкции, которые они делали во врем, а затем может публиковать этот материал для просмотра и проверки студентами. Это преимущество для студентов, чтобы увидеть пересмотр того, что было сделано в школе, особенно когда что–то не было хорошо понято, когда они отсутствуют или, когда они хотят пересмотреть для экзамена.

Некоторые программы, используемые с интерактивными досками, позволяют также записывать голос учителя. Очевидно, что основным преимуществом этой технологии является интерактивность, как следует из названия. Студенты также с помощью учителя могут использовать интерактивную доску во время урока, выбирать рисунок, писать и многое другое.

В итоге, использование этих современных технологий и других может сделать наше обучение более эффективным и интересным. Такое использование старых учебников и методов обучения немного выходит за рамки этого мира, поскольку все студенты окружены этими современными технологиями, которые развиваются очень быстро. Это не означает, что мы должны уничтожать все старые методы и учебники, но важно использовать технологии, чтобы сделать уроки более приятными, творческими и эффективными.

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ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ ЧЕРЕЗ ИКТ

Сагдуллаева Л.Х., *ассистент преподаватель кафедры Иностранные языки ТУИТ имени Мухаммада аль–Хорезми*
Азамат О.Н., *студентка ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *The article discusses the role of information technology in the teaching and learning of foreign language. The main idea is that teaching foreign language through ICT activities creates an excellent environment for communication as well as for teachers and students.*

В наше время модернизированный, продвинутый – это лишь некоторые из слов, которые мы можем использовать для описания нашего мира в нашем нынешнем поколении. Информационно коммуникационные технологии (ИКТ), от самого слова, – это приложения и технологии, которые мы используем, такие как сотовые телефоны, компьютеры, беспроводные сигналы, телевизоры и Интернет, которые помогают нам распространять или предоставлять информацию для общественности. ИКТ играют очень большую роль для меня и общества в целом, они помогают нам с точки зрения образования, бизнеса и нашего образа жизни. С помощью ИКТ будут легко достигнуты удобство, знания и взаимодействие. Молодые люди живут своей жизнью с помощью технологий: они являются веб–поколением и жаждут большего. Наша задача – направить естественный энтузиазм наших учеников на ИКТ, используя его в своей повседневной жизни, и целенаправленно внедрять его в класс современных иностранных языков.

Изучение иностранных языков невозможно представить без использования мультимедийных средств обучения. Компьютеры, планшеты, цифровые камеры, технологии видеоконференцсвязи и GPS–устройства – все это может улучшить процесс обучения студентов. Возможные применения технологий для работы в классе включают использование видеоигр для обучения математике и иностранным языкам, использование Skype для общения с классными комнатами или гостевыми ораторами со всего мира или мультимедийные проекты, которые позволяют учащимся изучать предметы с использованием фильмов, аудио и даже программного обеспечения, которое они создают.

Конечно, важные задачи для методики преподавания иностранных языков включают предоставление возможности иллюстрировать реальный процесс общения на английском языке и создание образовательной среды, которая обеспечивает реальные условия для изучения использования целевого языка и его культуры. XXI век, который часто называют веком информации, вносит изменения в традиционное обучение языку. Использование компьютерных технологий в обучении в наше время имеет большое значение благодаря его новым возможностям. Например, учителя используют способность компьютеров мгновенно реагировать на ввод информации для создания простых программ обучения в виде упражнений. Техническое преимущество преподавания иностранному языку с помощью

мультимедийных технологий заключается в том, что звуковые карты позволяют пользователям записывать свою речь, а затем сравнивать ее с произношением носителей языка. Графические возможности компьютеров могут представлять любой вид деятельности в виде картинок или анимации. Это особенно важно при изучении нового словарного запаса, поскольку изображения на мониторе позволяют учащимся связывать фразы на английском языке непосредственно с действиями, а не с фразами на их родном языке.

Кроме того, средства массовой информации являются отличным средством интерактивного общения между различными языковыми группами, что особенно заметно при применении компьютерных сетей. Это может быть локальная сеть, соединяющая несколько машин в одной школе, или Интернет – глобальная сеть, состоящая из миллионов пользователей. Публикация результатов мультимедиа студентов в блоге или вики дает им реальную аудиторию для их работы, облегчает оценку со стороны сверстников посредством комментариев и побуждает их повышать свои стандарты. В результате виртуальные учебные среды также предоставляют студентам возможности дистанционного обучения, где и когда они захотят. Такие инструменты, как Padlet, Popplet, Linoit и Pinterest, позволяют учащимся легко сотрудничать с другими в классе или в небольших группах и размышлять над обучением. Технология очень хорошо подходит для индивидуального и независимого обучения, где ученики могут работать в своем собственном темпе, тщательно выполнять интерактивные упражнения в классе или дома и получать немедленную обратную связь. Получение баллов за их усилия и возможность сравнивать свои результаты со своими одноклассниками также мотивирует их и добавляет элемент геймификации в их обучение.

Видео является еще одним мощным средством для изучения и изучения языков. Создание видео основано на разностороннем интеллекте, способствует творчеству и способствует сотрудничеству. Процесс дает студентам право собственности на свою работу, что повышает заинтересованность. Учащиеся могут создавать короткие фильмы на целевом языке; создавайте анимации с помощью таких приложений, как скриншоты Yakit Kids, Puppet Pals и Explain Everything, а также оценивайте работу друг друга. Эти видео могут быть легко загружены и сохранены в облаке, использоваться для того, чтобы со временем стать частью электронного портфолио, и доступны в любое время. Преимущество этих инструментов в том, что учащимся не требуется адрес электронной почты, а просто код класса. Информационные технологии в преподавании английского языка могут реально помочь с некоторыми из этих ожиданий и сделать учителей и их учеников более успешными.

Однако по мере того, как мир из года в год становится все более сложным, а не из поколения в поколение в течение большей части прошлого века, потребности в образовании продолжают смещаться от преподавания и

изучения отдельных навыков и информации в каждой области контента к навыкам преподавания. которые позволяют студентам решать сложные проблемы во многих областях. Педагоги должны готовиться к богатому технологиями будущему и идти в ногу с изменениями, применяя эффективные стратегии, которые объединяют уроки с соответствующими технологиями.

Однако это уравновешивается значительным наблюдением: польза для студентов от использования новых технологий в значительной степени зависит, по крайней мере, на данный момент, от технологического мастерства учителя и отношения учителя к присутствию технологии в обучении. Навыки и это отношение, в свою очередь, в значительной степени зависят от обучения персонала, полученного в этой области. Существует множество форматов, которые можно использовать при создании подкаста. Существует простой разговор / радио–монолог, который требует разнообразия по высоте и наклону динамика. Слушатель должен почувствовать, что с ним разговаривают напрямую. Формат диалога может включать в себя двух или более докладчиков, которые предлагают разнообразие слушателей по сравнению с одним оратором. Интервью принимает форму вопросов и ответов и дает возможность поговорить со специалистом в области обучения или позволить студентам задавать вопросы друг другу по конкретному вопросу. В любом из этих форматов полезно иметь набросок сценария для руководства участников, который может избежать большого количества редактирования в конце.

Таким образом, современная педагогическая наука стремится использовать новые технологии в обучении. Особенности этих программ включают в себя интерактивные диалоги, распознавание речи и визуализацию произношения, анимационные видеоролики, показывающие артикуляцию звуков, упражнения для развития всех видов речевых навыков, видео с переводом и отслеживание собственных результатов обучения. Таким образом, интернет источники, которые могут прийти на помощь учителям иностранных языков в организации самостоятельной работы, включают вещание, взаимодействие и поиск в онлайн–ресурсах, где можно найти познавательную информацию, учебные материалы и условия, способствующие формированию профессиональная компетентность для будущих специалистов.

Наряду с использованием традиционных технологий обучения, возможности для новых информационных технологий могут помочь учителям в выборе более интересных и разнообразных учебных материалов для реализации дифференцированного подхода для каждого учащегося и тем самым способствовать лучшему усвоению необходимых знаний и навыков. Использование мультимедийных технологий в учебном процессе позволяет улучшить процесс органического сочетания традиционных и инновационных форм и методов обучения; реализация функций обучения, информации, игр, моделирования, дизайна и анализа; выполнение таких общих дидактических

принципов, как наглядность и доступность; возможность систематического перехода от образования к самообразованию; положительный эмоциональный фон для тренировок; и связь теории с практикой.

Кроме того, мультимедийные технологии поддерживаются мультимедийными программами, энциклопедиями, словарями и специальной информационно–образовательной средой, созданной для целостного познания мира в контексте компьютерного проектирования и моделирования. Для нынешнего поколения учителей использование цифровых медиа может стать проблемой. Хорошая новость заключается в том, что благодаря поддержке социальных сетей и интеграции доступных инструментов и приложений подключенные учителя могут получить доступ к возможностям технологии и потенциалу для изучения языка. Давайте сделаем языковые классы для веб–поколения более актуальными, привлекательными и доступными.

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МУЛЬТИМЕДИЙНЫЕ ТЕХНОЛОГИИ КАК СРЕДСТВО МОТИВАЦИИ ОБУЧАЮЩИХСЯ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Салахова Э.З., *старший преподаватель ТУИТ имени Мухаммада аль–Хорезми*
Расулов Ж., *студент ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *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.*

В настоящее время в образовательный процесс внедряются технологии мультимедиа, представляющие особый вид компьютерных технологий, которые объединяют в себе как традиционную статическую визуальную информацию, так и динамическую, обусловливая возможность одновременного воздействия на зрительные и слуховые органы чувств

обучающихся. Это позволяет создавать динамически развивающиеся образы в различных информационных представлениях (аудиальном, визуальном).

Характерной особенностью технологий мультимедиа по сравнению с традиционными, в учебном процессе является представление информации не только в виде текста, но и в виде образов, которые позволяют максимально сконцентрировать внимание обучающихся, способствуют лучшему пониманию, осмыслению и запоминанию информации.

Таким образом, исходя из данных выше определений, в нашем исследовании мы принимаем в качестве рабочего определения мультимедийных технологий совокупность компьютерных технологий, одновременно использующих несколько видов информации: графику, текст, видео, фотографию, анимацию, звуковые эффекты, высококачественные звуковые сопровождения.

Мультимедиа–технологии появились с изобретением в 1986 году CD–дисков, читаемых при помощи лазера. Это новшество позволило поместить на 12 сантиметровый диск громадное количество информации. Затем, в конце 80–х годов были предприняты успешные попытки соединить видео–изображение и звук с компьютерными программами, что позволило создать интерактивные обучающие программы. Теперь обучающийся был не просто слушателем или зрителем, он стал отныне принимать активное участие в происходящем на экране монитора, изменяя тем самым ход событий.

Параллельно с этим происходит развитие Интернета, виртуального пространства, дающего возможность связывать миллионы компьютеров и передавать на громадные расстояния изображения и звук за считанные мгновения. С появлением Интернета возникла новая среда функционирования языка как средства общения в виртуальном пространстве.

Язык как средство общения постоянно развивается, меняются структура языка, грамматика, произношение, написание слов, примером могут послужить нововведения, например, в английском языке практически не используются некоторые формы будущего времени, существует много других примеров. Процесс обучения иностранному языку является сложной, постоянно развивающейся системой. Компьютеризация обучения иностранному языку помогает облегчить доступ к информации и сократить время изучения языка. На данный момент существует огромный выбор мультимедиа–продуктов, интернет – страничек, содержащих информацию, необходимую для изучения иностранного языка, электронных учебников, баз данных с тематическими текстами и упражнениями.

Одна из актуальных проблем современной методики обучения иностранным языкам – ориентация всего учебного процесса на активную самостоятельную работу учащихся, создание условий для их самовыражения и саморазвития. Компьютер не определяет содержание обучения – он является лишь эффективным средством обучения иностранному языку, поэтому разработка методических основ обучения иностранным языкам с помощью компьютера должна базироваться на глубоком анализе

дидактических и методических возможностей, способствующих реализации основной цели в преподавании иностранных языков – формированию умений и навыков коммуникативной компетенции.

Компьютер позволяет моделировать условия коммуникативной деятельности; овладевать лексико–грамматическими навыками; индивидуализировать и дифференцировать обучение; повышать мотивацию; увеличивать объем языковой тренировки; способствовать выработке самооценки учащихся; обеспечивать перенос языкового материала в другие виды речевой деятельности. Компьютер предоставляет огромные возможности тестирования уровня владения иностранным языком или темой с участием преподавателя, что сократит время проверки результатов. Тесты возможны самые различные: подстановочные, выборочные, правда–ложь, шаблонные. Преподаватель может применять компьютер для оптимизации обучения, повышения эффективности и объективности учебного процесса при значительной экономии времени, для организации коллективной работы и для работы с учебными материалами. В качестве средства технической поддержки деятельности преподавателя компьютер открывает широкие перспективы в совершенствовании организации процесса обучения, более того, некоторые организационные формы учебного процесса не могут быть реализованы без применения компьютера, например, коллективная творческая работа над совместным проектом.

Таким образом, для преподавателя применение компьютера обеспечивает возможность постоянного совершенствования учебных материалов, оперативного контроля за ходом учебного процесса, внедрения новых организационных форм обучения.

Вопрос интеграции Интернета в образование, и в частности применение его в обучении иностранным языкам, в настоящее время также достаточно актуален. Это связано в основном с тем, что при использовании Интернета как одного из средств обучения иностранному языку, лучше реализуются многие цели и задачи процесса обучения. Отсюда следует, что Интернет в скором времени войдет в повседневную практику преподавания во всех учебных заведениях. Сейчас уже все понимают, что Интернет обладает колоссальными информационными возможностями, но нельзя забывать, что, какими бы свойствами ни обладало то или иное средство обучения, первичны дидактические задачи, особенности познавательной деятельности студентов, обусловленные определенными целями образования. Интернет со всеми своими возможностями и ресурсами – одно из средств реализации этих целей и задач [Полат, 2000]. Естественно, главная цель обучения иностранному языку – формирование коммуникативной компетенции [Вербицкий, 1991]. Для этого с помощью Интернета можно:

✓ включать материалы сети в содержание урока (интегрирование их в программу обучения);

✓ проводить самостоятельный поиск информации студентами в рамках работы над проектом;

✓ повышать мотивацию и создавать потребность в изучении иностранного языка посредством живого общения;

✓ формировать и развивать умения и навыки чтения, непосредственно используя материалы сети разной степени сложности;

✓ формировать и развивать умения и навыки аудирования на основе аутентичных звуковых текстов сети Интернет, также, соответственно, подготовленных преподавателем;

✓ совершенствовать умения письменной речи, составляя ответы партнерам по переписке; пополнять словарный запас лексикой современного иностранного языка, отражающего определенный этап развития культуры народа, социального и политического устройства общества, используя аутентичные тексты из страны изучаемого языка;

✓ получать культуроведческие знания, включающие в себя речевой этикет, особенности речевого поведения различных народов в условиях общения, особенности культуры, традиций страны изучаемого языка.

На данный момент существует большое количество сайтов, адресованных преподавателю иностранных языков. На таких сайтах можно найти готовые уроки преподавателей иностранного языка, тематические видеоролики, газетные статьи, различные тематические тексты, упражнения, грамматические пояснения, аудиокниги.

Таким образом, сейчас существует большое количество средств обучения иностранному языку. В настоящее время идет активное внедрение новых мультимедийных технологий в процесс обучения иностранным языкам. Основной упор делается на оснащение высших и средних учебных заведений компьютерами с последующим подключением к сети Интернет.

Компьютерные технологии обучения призваны обеспечить качественно новый уровень образования. Мультимедийные технологии стали внедрять совсем недавно, но, несмотря на это, они с каждым днем все больше и больше пользуются успехом в обучении иностранным языкам. Компьютер должен служить вспомогательным средством, как любое другое техническое средство обучения или учебник. Не следует забывать, что компьютер обладает рядом преимуществ: в нем сочетается видео–аудио–информация, текстовая информация, возможность записи собственного голоса и дальнейшей коррекции произношения. Преподаватель может применять компьютер для оптимизации обучения, повышения эффективности и объективности учебного процесса при значительной экономии времени.

В заключение хочется отметить, что в настоящее время использование современных мультимедийных технологий эффективно на всех ступенях обучения иностранному языку. Более того, многообразие технологий в обучении позволяет сделать уроки более насыщенными и интересными. Данный подход мотивирует студентов на работу на занятиях, облегчает понимание иностранного языка.

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ИНФОРМАТИЗАЦИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА (НОВЫЕ ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ)

Салахова Э.З., *старший преподаватель ТУИТ имени Мухаммада аль–Хорезми*
Рахматова С., *студент, ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *The authors of the article consider some peculiarities of informatization of the education process, particularly using computer technologies in learning process at the English language lessons. They explain how computer technologies can help in both teaching and learning processes. It is also noted that these technologies make the learning process more efficient.*

Информатизация общества – это глобальный социальный процесс, особенность которого состоит в том, что доминирующим видом деятельности в сфере общественного производства является сбор, накопление, продуцирование, обработка, хранение, передача и использование информации, осуществляемые на основе современных средств микропроцессорной и вычислительной техники, а также на базе разнообразных средств информационного обмена.

Одним из приоритетных направлений процесса информатизации современного общества является информатизация образования – внедрение средств новых информационных технологий в систему образования. Это сделает возможным:

- совершенствование механизмов управления системой образования на основе использования автоматизированных банков данных научно-педагогической информации, информационно–методических материалов, а также коммуникационных сетей;
- совершенствование методологии и стратегии отбора содержания,

методов и организационных форм обучения, соответствующих задачам развития личности обучаемого в современных условиях информатизации общества;

• создание методических систем обучения, ориентированных на развитие интеллектуального потенциала обучаемого, на формирование умений самостоятельно приобретать знания, осуществлять информационно–учебную, экспериментально – исследовательскую деятельность, разнообразные виды самостоятельной деятельности по обработке информации;

• создание и использование компьютерных тестирующих, диагностирующих, контролирующих и оценивающих систем.

В настоящее время значительные преобразования в области образования затронули и обучение иностранному языку в вузе. В частности, стали интенсивно внедрятся в учебный процесс новые информационные технологии, такие как использование, Интернет– ресурсов, обучающих компьютерным программам и т.п. В связи с внедрением в 2018–2019 учебном году Кредитной системы обучения в ТУИТ, стало возможным создание электронной системы управления обучения, которое именуется **LMS (*Learning Management System*).**

Компьютеры стремительно вошли в нашу жизнь и в процесс обучения английскому языку, несколько потеснив традиционные методики и заставив преподавателей иностранных языков решать проблемы, о существовании которых несколько десятков лет назад ни один лингвист даже не подозревал. Нет ничего удивительного в том, что не все преподаватели оказались готовыми к широкому внедрению компьютеров в такую нетрадиционную сферу, как обучение иностранным языкам.

Система образования не может быть независимой от общественного и политического устройства государства, она во все времена откликалась на социальный заказ. Именно в силу этого, политика нашего государства в последнее время направлена на то, чтобы:

–внедрить информационные технологии в школы и вузы,

–превратить стихийный процесс, каким он по преимуществу был в течение целого ряда лет, в управляемый и контролируемый,

– привлечь к работе над новыми учебными материалами специалистов в предметных областях,

–стимулировать преподавательский состав к созданию электронной обучающей продукции для студентов.

Необходимо, чтобы каждый преподаватель понял простую мысль: компьютер в учебном процессе – не механический педагог, не заместитель или аналог преподавателя, а средство при обучении студентов, усиливающее и расширяющее возможности его обучающей деятельности. То, что преподаватель желает получить в результате использования машины, в неё необходимо запрограммировать.

Таким образом, компьютер берёт на себя львиную долю рутинной

работы преподавателя, высвобождая ему время для творческой деятельности, которая на современном уровне развития техники не может быть отдана компьютеру.

Как известно, пригодность технических средств обучения и контроля для использования на занятиях по иностранному языку определяется по следующим критериям:

1) они должны способствовать повышению эффективности учебного процесса,
2) обеспечивать немедленное и постоянное подкрепление правильности учебных действий каждого учащегося;
3) повышать сознательность и интерес к изучению языка, в–четвёртых, обеспечивать оперативную обратную связь,
4) обладать возможностью быстрого ввода ответов без длительного их кодирования и шифрования.

Как показывает практика, из всех существующих средств обучения компьютеры наилучшим образом "вписываются" в структуру учебного процесса, наиболее полно удовлетворяют дидактическим требованиям и максимально приближают процесс обучения английскому языку к реальным условиям. Компьютеры могут воспринимать новую информацию, определённым образом обрабатывать её и принимать решения, могут запоминать необходимые данные, воспроизводить движущиеся изображения, контролировать работу таких технических средств обучения, как синтезаторы речи, видеомагнитофоны, магнитофоны. Компьютеры существенно расширяют возможности преподавателей по индивидуализации обучения и активизации познавательной деятельности, учащихся в обучении английскому языку, позволяют максимально адаптировать процесс обучения к индивидуальным особенностям учащихся. Каждый учащийся получает возможность работать в своём ритме, т.е. выбирая для себя оптимальные объём и скорость усвоения материала.

Применение компьютеров на занятиях английского языка значительно повышает интенсивность учебного процесса. При компьютерном обучении усваивается гораздо большее количество материала, чем это делалось за одно и то же время в условиях традиционного обучения. Кроме того, материал при использовании компьютера усваивается прочнее.

Компьютер обеспечивает и всесторонний (текущий, промежуточный, итоговый) контроль учебного процесса. Контроль, как известно, является неотъемлемой частью учебного процесса и выполняет функцию обратной связи между студентом и преподавателем. При использовании компьютера для контроля качества знаний студентов достигается и большая объективность оценки. Кроме того, компьютерный контроль позволяет значительно сэкономить учебное время, так как осуществляется одновременная проверка знаний всех студентов. Это даёт возможность преподавателю уделить больше внимания творческим аспектам работы со студентами.

Ещё одно достоинство компьютера – способность накапливать статистическую информацию в ходе учебного процесса. Анализируя статистические данные (количество ошибок, правильных/неправильных ответов, обращений за помощью, времени, затраченного на выполнение отдельных заданий и т.п.), преподаватель судит о степени и качестве сформированности знаний у студентов.

Благоприятные возможности создают компьютеры и для организации самостоятельной работы студентов на занятиях английского языка. Студенты могут использовать компьютер, как для изучения отдельных тем, так и для самоконтроля полученных знаний. Причём компьютер является самым терпеливым педагогом, способным сколько угодно повторять любые задания, добиваясь правильного ответа и, в конечном счёте, автоматизации отрабатываемого навыка.

Одним из наиболее революционных достижений за последние десятилетия, которое значительно повлияло на образовательный процесс во всем мире, стало создание всемирной компьютерной сети, получившей название Интернет, что буквально означает “международная сеть”.

Как информационная система, Интернет предлагает своим пользователям многообразие информации и ресурсов. Базовый набор услуг может включать в себя:

- электронную почту (e–mail);
- телеконференции (usenet);
- видеоконференции;
- возможность публикации собственной информации, создание собственной домашней странички (homepage) и размещение ее на Web–сервере;
- доступ к информационным ресурсам:
- справочные каталоги (Yahoo! InfoSeek/UltraSmart, LookSmart, Galaxy);
- поисковые системы (Alta Vista, HotBob, Open Text, WebCrawler, Excite);
- разговор в сети (Chat).

Эти ресурсы могут быть активно использованы на уроке английского языка.

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ВЗАИМОДЕЙСТВИЕ КАФЕДРЫ «ИНОСТРАННЫХ ЯЗЫКОВ» СО СПЕЦИАЛИЗИРУЮЩИМИ КАФЕДРАМИ ПРИ СОСТАВЛЕНИИ УЧЕБНОГО МАТЕРИАЛА НА АНГЛИЙСКОМ ЯЗЫКЕ

Сулейманова Г.Н., *старший преподаватель кафедры Иностранные языки ТУИТ имени Мухаммада аль–Хорезми*

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Хатамов А.П., *старший преподаватель кафедры Технологии мобильной связи ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *"Foreign languages" department's collaboration work with specialized departments of the university in the preparation of educational material in the English language, taking into account the specifics of presented material conducted at practical classes is considered the given article.*

Внедрение новых информационных технологий и компьютерных средств телекоммуникации обуславливает необходимость разработки новых форм и методов преподавания иностранных языков.

В настоящее время лингвистические исследования все чаще осуществляются на основе комплексных междисциплинарных подходов и анализируются также с позиций методики преподавания, новых информационных технологий и.т.д. В настоящее время имеется необходимость разработки современных подходов к преподаванию иностранных языков в соответствии с требованиями новых образовательных стандартов в области владения языком, предусматривающих в качестве основной цели формирование общей коммуникативной и профессиональной коммуникативной компетенции специалистов по инфо–коммуникационным технологиям.

В условиях глобализации образовательные учреждения переходят на работу по стандартам нового поколения, и поэтому широкий обмен опытом в преподавании иностранных языков необходим в образовательных учреждениях. Сегодня от системы образования требуется увеличение темпов включения новых технологий в педагогический процесс. Педагогические технологии – это всё, что находится между целью и результатом образовательного процесса.

Одной из главных задач образования является развитие механизмов инновационной деятельности и нахождение творческих способов решения жизненно важных проблем. Инновационная деятельность предполагает систему взаимосвязанных видов работ, совокупность которых обеспечивает появление действительных инноваций, таких как научно–исследовательская деятельность, проектная деятельность, образовательная деятельность, направленная на профессиональное развитие субъектов определенной практики.

Принимая во внимание вышеизложенное, рассмотрим вопросы, связанные с особенностями обучения иностранному языку для специальных целей в Ташкентском университете информационных технологий имени Мухаммада Ал–Хорезмий.

Кафедра “Иностранных языков” проводит активную совместную работу со специализирующими кафедрами, например, с кафедрой “Технология мобильной связи”, преподаватели, которой принимали участие в подборке материала для составления методических пособий на английском языке. В свою очередь, преподаватели кафедры иностранных языков принимали активное участие в переводах технических текстов. В связи с этим, в качестве примера эффективной совместной работы двух кафедр рассмотрим разработанный сборник лабораторных работ по дисциплине «Беспроводные системы связи и программы» для обучения студентов 3–4 курсов технических специальностей на английском языке. Данный сборник состоит из восьми лабораторных работ на английском языке.

Материал в сборнике включает в себя следующие темы лабораторных работ, а именно:

- изучение общих принципов организации систем мобильной связи.
- система сотовой связи стандарта GSM.
- интерфейсы, терминальное оборудование, структура TDMA кадров и формирование сигналов в стандарте GSM.
- оборудование подвижных и базовых станций, центра коммутации в стандарте GSM.
- изучение принципов работы множественного доступа с кодовым разделением каналов.
- принципы регистрации мобильной станций, прохождение вызовов и регулирования мощности в стандарте системы с кодовым разделением каналов.
- беспроводные сети AdHoc. Инфраструктура «Точка доступа».
- настройка защиты беспроводной сети Wi–Fi.

В настоящее время сборник лабораторных работ активно используются в учебном процессе для совершенствования английского языка по специальности мобильной связи.

Основным элементом структуры сборника является апробированная система упражнений, характеризующаяся логичностью и последовательностью учебных действий студента по достижению поставленной цели. Данная система реализована следующим образом: учебный материал представлен в виде тематических модулей. Такая последовательность системы упражнений ориентирована на развитие навыков и умений всех видов речевой деятельности при доминанте чтения как самого доступного канала получения информации для специалистов технического профиля.

Современное развитие мирового сообщества характеризуется стремительным возрастанием роли информационных и телекоммуникационных технологий во всех сферах жизни и деятельности людей. И суммируя вышеизложенное, отметим, что совершенствование системы высшего образования сегодня среди прочего, предполагает переход к активному приобретению знаний студентом в процессе самостоятельного обучения под руководством преподавателя в рамках современной образовательной среды ВУЗа. В соответствии с данной тенденцией и принимая во внимание все проблемы современного обучения иностранным языкам для специальных целей в техническом вузе, для эффективного формирования профессионально ориентированной иноязычной коммуникативной компетенции в ТУИТ, также реализована технология смешанного обучения, которая находится в стадии развития. Эффективность такого обучения достигается, по нашему мнению, только при рациональном сочетании способов донесения учебного материала, постоянной актуализации учебного материала, применении методов, облегчающих усвоение информации, оптимальном использовании основных и дополнительных средств обучения в соответствии с представленной моделью.

Таким образом, используя инновационные образовательные технологии, удается решить следующие проблемы:

– способствовать развитию личности студентов, умеющих ориентироваться в сфере информационных и телекоммуникационных технологий;

– повысить мотивацию обучения английского языка, ориентированного на специальность;

– уделять больше внимания изучению и овладению современными педагогическими технологиями.

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ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

Юсуфжанов Т.А., *студент ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *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 are given in this article.*

Дистанционные технологии в образовании значительно расширили его возможности. В современном мире получать образование можно, находясь в любой точке планеты. И хотя традиционные формы получения образования не сдают своих позиций, технология дистанционного обучения в последнее время набирает все большую популярность. Сегодня в нашей стране происходит становление новой системы образования, ориентированной на интеграцию в мировое информационно–образовательное пространство. Этот процесс сопровождается заметными изменениями в организации процесса обучения, который должен соответствовать современным техническим возможностям. Проникновение современных информационных технологий в сферу образования позволяет качественно изменить методы и организационные формы обучения, сделав его более удобным и доступным.

Информационные и коммуникационные технологии (ИКТ) — важная часть процесса модернизации образования. 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.

Применение дистанционных образовательных технологий было предусмотрено постановлением Президента Республики Узбекистан «О мерах по дальнейшему совершенствованию сферы информационных технологий и коммуникаций» от 19 февраля 2018 года и постановлением Кабинета Министров Республики Узбекистан «О мерах по коренному совершенствованию и повышению эффективности системы подготовки кадров в Ташкентском университете информационных технологий имени Мухаммада Аль–Хорезми» от 24 июля 2018 года предусматривают коренное совершенствование и повышение эффективности подготовки кадров в этом вузе, а также его филиалах. Важный шаг в осуществляемой системе новшеств – внедрение с 2018–2019 учебного года кредитной системы обучения для подготовки кадров в сфере информационных технологий и коммуникаций с целью обеспечения квалифицированными и конкурентно–способными кадрами. Этим постановлением закреплена не только возможность применения новых технологий, но и обязанность обеспечения доступа к образовательным ресурсам в электронном виде.

Применение информационных и коммуникационных технологий в образовании предполагает несколько вариантов.

Электронное обучение (E–Learning)

Изначально под термином «электронное обучение» подразумевалось обучение при помощи компьютера, но по мере развития технологий значение этого понятия расширилось. Теперь электронное обучение охватывает множество образовательных технологий, которые можно условно разделить на две группы — синхронные и асинхронные.

Синхронное электронное образование – это дистанционное обучение в реальном времени. Оно очень похоже на обычное очное обучение, разница лишь в том, что участники процесса находятся на расстоянии друг от друга. Получившие широкое распространение вебинары являются самым ярким примером данной формы обучения. Для организации лекций используется специальное программное обеспечение.

Асинхронное электронное образование – это обучение, при котором студент получает всю необходимую информацию из онлайн–источников или с электронных носителей информации (таких как CD, DVD или flash–карты) и самостоятельно регулирует темп и график освоения материала. В наши дни электронное обучение стало неотъемлемой частью образовательного процесса во многих вузах, оно также нашло применение в деле повышения

квалификации — в некоторых корпорациях существуют подразделения, чья задача — организовывать электронное обучение для сотрудников.

Дистанционное обучение — более широкое понятие, чем E–Learning: оно является синтезом интерактивного самообучения и интенсивной консультационной поддержки. Таким образом, электронное обучение может считаться одним из инструментов дистанционного образования. Дистанционное обучение — это совокупность технологий, обеспечивающих доставку обучаемым основного объема учебного материала и интерактивное взаимодействие обучаемых и преподавателей в процессе обучения. При этом доставка пособий может осуществляться и без участия компьютеров и Интернета.

Преимущества дистанционного обучения

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.

Образовательный бенчмаркинг: Кредитная система обучения в ташкентском университете информационных технологий имени Мухаммада аль–Хорезми

Кредитная система обучения в Ташкентском университете информационных технологий (ТУИТ) и его действующих филиалах, основанная на ECTS, была внедрена с 2018–2019 учебного года. Применение кредитной системы обучения даст повышение качества образования, возможность подготовить высококвалифицированных специалистов, конкурентоспособных на нынешнем международном рынке труда, а также

даст 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 (retake) 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.

Если говорить о недостатках кредитной системы, введенной в ТУИТ, то они заключаются в первую очередь в необеспеченности студентов учебно–методическими материалами, достаточным количеством учебников для самостоятельной работы, что является следствием отсутствия систематизированных представлений о специфике, сущности и структуре научного и информационно–методического сопровождения кредитной системы обучения. Не менее важной проблемой является неподготовленность студентов к самостоятельной работе, их неумение ориентироваться в потоке информации и адаптироваться к новым условиям.

Таким образом, информационные технологии выступают уже не столько инструментами, дополняющими систему образования, но императивом установления нового порядка знания и его инстуциональных структур. И для того, 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. Средства и формы медиаобразования дают учителю возможности профессионального роста и самосовершенствования на пути использования новейших достижений науки и информационных технологий.

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CHET TILINI O'RGANISHIMIZDA INOVATSION TEXNOLOGIYALARINI QO'LLASH

Abduvaliyev D., *Muhammad Al–Xorazmiy nomidagi TATU talabasi*
Musayeva F.M., *Muhammad al–Xorazmiy nomidagi TATU, Chet tillar kafedrasi katta o`qituvchisi*

Abstract. *The paper deals with the problems of the implementation of the innovative technologies in the process of learning foreign languages. The role of modern equipment and its utilization in teaching English is given and discussed in the article.*

Hozirgi rivojlanayotgan zamonamizda chet tillarini mukammal bilish kasbiy malakaning asosiy talablaridan biri bo'lib qolmoqda. Bilamizki ingiliz tili hozirgi kunda dunyodagi muloqot tillari orasida yetakchi o'rinda. Shunday ekan ingliz tilini o'rganishga alohida e'tibor qaratilishi ham bejiz emas. Chunki bu tilni o'rganish oson emas va anchagina vaqt talab qiladi. Lekin hozirgi kunda chet tillarini o'rganish ancha osonlashgan. Buning asosiy sabablaridan biri axborot texnologiyalaridan maqsadimiz yo'lida to'g'ri va oqilona foydalanish. Bir so'z bilan aytganda hozirgi kunda qo'limizdagi kompyuter va telefonlarimizda mavjud elektroni lug'at va video kurslarning mavjudligida.

Birinchi Prezidentimiz Islom Abdug'aniyevich Karimovning 2012–yil dekabr oyida aynan shu sohani rivojlantirishga qaratilgan 1875–sonli qarori qabul qilingan. Natijada mamlakatimizning har bir jabhalarida chet tillarini o'rganishga, o'qitishga bo'lgan e'tibor yanada kuchaydi. Yurtimizning har bir maktab, kollej, litseylariga malakali pedagoglar jalb qilindi va chet tillarni o'qitilishida yangicha dastur ishlab chiqildi, shuningdek chet tilini o'rganishga bo'lgan talab ham kundan kunga ortib bormoqda.

Ma’lumki, ingliz tili to’rt xil bilim ko’nikmasini qamrab olgan holda, ya’ni (o’qish, yozish, tinglash va gapirish)ga bo’linadi. Bu aspectlarning har biri bo’yicha malakali pedagog mahoratiga ega bo’lgan o’qituvchilar o’quvchilarga tushuncha va ko’nikmalar bermoqda. Keyingi yillarda chet tili darslarini o’tishda zamonaviy–axborot texnologiyalardan, innovatsion usullardan foydalanish talab qilinmoqda. Ushbu talablarni inobatga olgan holda o’quv binolari lingafon xonalar, video uskunalari, stendlar, elektron doska va yangi axborot kommunikativ texnikalar bilan jihozlandi. Bu jihozlar orqali dars vaqtini tejash va o’quvchilarning yanada ko’proq hamda samarali bilim olishlariga imkoniyat yaratib berilmoqda.

Bundan tashqari ingliz tilini kompyuter orqali o’rgatishda ma’lumotlarni matnli, tasvirli, ovozli va video ko’rinishida yetkazib berish o’quvchi xotirasida yaxshiroq saqlanishi isbotlangan. Bu jarayonda quydagilarni amalga oshirish mumkin:

1. O’quvchilar kompyuterlardan foydalanish jarayonida chet tilidagi dialoglarni, qisqa video roliklarni, multfilm yoki kinolarni bir vaqtning o’zida ko’rishi va eshitishi;

2. CD pleyerlardan foydalanishi;

3. Turli bilim saviyasiga ega talabalarga elektron testlar berilishi va x.k.

Bunday texnik vositalaridan foydalanish o’quvchilarning chet tilini o’rganish jarayonini qiziqarli va samarali bo’lishini ta’minlaydi. Bu jarayonda o’quvchilardan bir paytning o’zida so’zlovchining grammatik qoidalarga rioya qilganligini, talaffuzini, so’z boyligi va uning ma’nolariga e’tibor berishi talab qilinadi.

Foydalanayotgan kompyuterlarimizda internetning mavjudligi esa chet tilini kompyuterlar yordamida o’rgatishni yanada samarali qiladi. Negaki kompyuterlardan foydalanish jarayonida o’quvchilar nafaqat sun’iy intellekt yordamida chet tillarini o’rganishi, yoki bo’lmasa internetda jonli muloqotlar yordamida boshqa til o’rganuvchilar bilan bilimlari doirasida aloqa qilishi natijada o’zlaridagi bilim va ko’nikmalarini oshirishlari mumkin. Bundan tashqari shuni alohida takidlash mumkinki, internetdan foydalanish orqali bir necha turli tipdagi masalalarni hal qilishda ham keng ko’lamda foydalanishimiz mumkin. Bunga misol qilib:

- turli saytlardagi on–line, ko’rinihidagi testlar;
- off–line testlarning elektron shaklidan foydalanish;
- Internet tizimidan foydalanib o’quvchilarning bilim darajasiga qarab turli ko’rinishdagi CEFR, IELTS, TOEFL testlarni misol qilib keltirishimiz mumkin.

Bu kabi ko’rinishdagi testlarning o’quvchilar uchun eng afzal tomoni natijalarni tezkor ko’rsatib berishidadir. Shuningdek, bir vaqtning o’zida bilim saviyasi har xil bo’lgan talabalar uchun ularning bilim darajasiga mos keluvchi testlar online shaklida berilishi ham mumkin. Bundan tashqari, internetdan foydalanib chet tilini o’rganishda o’qituvchilar ham birdek o’quvchilar qatori o’z kundalik ishlarida qulayliklarga ega bo’ladilar, shu boisdan ham axborot texnologiyalarini dars jarayonlariga joriy etish dolzarb masalalardan biri hisoblanadi.

Yana shuni ham unitmasligimiz kerak, ya’ni, axborot texnologiyalaridan foydalanish orqali chet tillarini o’quvchilarga o’rgatishda bir tomonlama yondashish maqsadga muvofiq bo’lavermaydi, sababi unutmaslik joizki, zamonaviy texnologiyalar hech qachon o’qituvchining o’rnini egallay olmaydi, balki unga yordamchi vazifasini o’taydi. Buni esa to’g’ri va odilona fikrlab, dars jarayonini shakllantirish kerak bo’ladi.

Xulosa o’rnida shuni aytish kerakki, chet tillarini o’rganishga ehtiyoj yuqori bo’lgan bir davrda, ta’lim jarayonida zamonaviy axborot texnologiyalaridan, innovatsion ta’lim texnologiyalaridan unumli foydalanib bu jarayonni samarali bo’lishi uchun hammamiz birdek yondashmog’imiz lozim. Chunki innovatsion ta’lim texnologiyalari samaradorligi jihatdan ularni ta’lim jarayonlarida aniq va sifatli foydalanish natijasida yuzaga keladi. Shuningdek, chet tillarini o’qitishda yangi g’oyalar, texnologiyalardan foydalanilgandagina kutilgan natijaga erishish mumkin bo’ladi. Agar ta’lim tizimini yaxshilashda ularga amal qilinsa, yuqori darajada samara berishi shubhasizdir. Chunki unib o’sayotgan iste’dodli yoshlarimizni o’z qiziqqan sohalarida yetuk va malakali kadrlar bo’lib yetishishlari uchun, avvalambor chet tilini jumladan, ingliz tilini mukammal o’zlashtirgan bo’lmog’i lozim.

Shunday qilib, chet tilini o’rganish hozirgi zamon talabi ekan, o’sib kelayotgan yosh avlodga til o’rganishning yangi uslublarini, «Kadrlar tayyorlash milliy dasturi»dan chetga chiqmagan holda ishlab chiqib, ta’lim jarayoniga tavsiya etish mutaxassislarimizning, olimlarimizning oldida turgan dolzarb masalalaridan biri hisoblanadi.

Foydalanilgan adabiyotlar:

1. O’zbekiston Respublikasi Prezidentining 1875 sonli “Chet tillarini o’rganish tizimini yanada takomillashtirish chora–tadbirlarin to’g’risidagi” qarori, Xalq So’zi. 2012.
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AXBOROT KOMMUNIKATSIYA TEXNOLOGIYALARINING CHET TILLARINI O‘RGANISHDA TUTGAN O‘RNI VA AHAMIYATI

Aminov M., *Muhammad Al–Xorazmiy nomidagi TATU talabasi.*
Ibragimova Sh.T., *Muhammad al–Xorazmiy nomidagi TATU, Chet tillar kafedrasi katta o`qituvchisi.*

Abstract. *This article reveals decrees, which were aimed at improving foreign languages in education system and the role and importance of Information Communication Technologies (ICT) in teaching of foreign languages. It also depicts reasons of learning foreign languages and its benefits.*

Hozirgi globallashuv davrining eng asosiy xususiyatlaridan biri turli millat va elatlarning o‘zaro muloqoti hisoblanib, bunda xorijiy tillarni egallash muhim ahamiyat kasb etadi. Bugungi kunda barcha sohalarda yetuk va malakali mutaxassis bo‘lish uchun nafaqat kasbiy ko‘nikmalar, balki xorijiy tillarni bilish ham asosiy omillardan biri bo‘lib bormoqda.

Xorijiy tillar orasidan aynan ingliz tiliga alohida ahamiyat berilayotganligi bejiz emas, albatta. “Ethnologue.com” manbasi tomonidan e’lon qilingan dunyo aholisining eng ko‘p qaysi tillarda so‘zlashayotganligi to‘g‘risidagi statistikaga e’tibor bersak, ingliz tilida muloqot qiluvchi insonlar eng katta ko‘rsatkich(bir milliard ikki yuz o‘n ikki million)ni tashkil etmoqda ekan [5].

Xalqaro tillar orasida ingliz tilining nufuzi kundan–kunga oshib, ushbu tilda muloqot qiluvchilar soni ortishi dunyoda ingliz tiliga bo‘lgan munosabatni belgilab bermoqda. Darhaqiqat, dunyoning istalgan nuqtasida ingliz tilida muloqot qila oluvchi insonlarni uchratishingiz mumkin. Bu esa sayohatlar mobaynida ham xech qanday til to‘siqlarisiz insonlar bilan muloqot qilishingizga zamin yaratadi. Bundan tashqari, ingliz tilini mukammal o‘rganishga yetarlicha asosli sabablar mavjud. Birinchidan, ko‘plab rivojlangan davlatlarda ingliz tili asosiy til hisoblanadi.

Shu jumladan Yevropaning aksariyat qismida aholi tomonidan ikkinchi til sifatida ingliz tili qo‘llaniladi. Ushbu davlatlarda kasbiy malakasini oshirmoqchi yoki xalqaro kompaniyalarida faoliyat yuritmoqchi bo‘lganlar ingliz tilini mukammal bilishlari lozim. Hozirda barcha xalqaro konferensiya, ilmiy anjumanlar, sammit va rasmiy yig‘ilishlar aynan ingliz tilida o‘tkazilmoqda. Ikkinchidan, ushbu tilni mukammal bilishingiz, dunyoning nufuzli universitetlarida yuqori sifatli ta’lim olishingizga imkon beradi. Sababi, xalqaro talabalarga ajratilayotgan grant va stipendiyalarga ega bo‘lish uchun ingliz tili darajasini baholovchi imtixondan muvaffaqiyatli o‘tib, sertifikatiga ega bo‘lish talab qilinadi. Uchinchidan, ushbu tilni o‘zlashtirish orqali internet tarmog‘idan samarali foydalanishga erishiladi. Chunki hozirgi internet tarmog‘i materiallarining katta ulushi aynan ingliz tilida bo‘lib, istalgan sohada zarur va samarali ma’lumotga ega bo‘lish imkoni paydo bo‘ladi. Shuningdek, axborot texnologiyalari qurilmalari va dasturiy ishlanmalarida aynan ingliz tilidan foydalaniladi [3].

Dasturlash tillari va texnikalarni qo‘llash uchun qo‘llanmalar ingliz tilida ekanligi bunga yaqqol misol bo‘la oladi. Ingliz tilini o‘rganish orqali ushbu qurilmalardan unumli foydalanish va zamonaviy texnika bilan ishlashda ustunlik beradi. Ingliz tilini o‘rganishning yana bir asosiy sababi shuki, o‘rganuvchilar dunyoqarashi ancha kengayadi, shaxsiy bilim boyliklari sezilarli ortadi, ingliz tilida so‘zlashuvchi millatlar madaniyati va hayoti bilan yaqindan tanishish imkoniyati taqdim etiladi. Yuqoridagilardan xulosa qilishimiz mumkinki, ingliz tilini mukammal darajada bilish har bir zamonaviy shaxsning rivojlanishida eng muhim faktorlardan biri bo‘lib qoladi.

Mamlakatimizda ham ingliz tiliga bo‘lgan e’tibor kundan kunga ortib bormoqda. Bunga ingliz tilini keng joriy etish, aholi ingliz tilini bilish darajasini

oshirish to‘g‘risida qabul qilinayoptgan qaror va hujjatlarni misol qilib keltirishimiz mumkin. Xususan, 2012 yil 10 dekabrda «Chet tillarini o‘rganish tizimini yanada takomillashtirish chora–tadbirlari to‘g‘risida»gi Prezident qarori qabul qilindi. Unga binoan 2013 yildan xalq ta'limida chet tillarini o‘qitish avvalgiday 5–sinfdan emas, balki 1–sinfdanoq yo‘lga qo‘yilishi ko‘zda tutilgan. Natijada xalq ta'limi tizimidagi barcha ta'lim muassasalarida asosan va hatto faqat ingliz tili o‘qitilishi joriy etildi. Bu, albatta, zamon talabi. Sababi, mamlakatimizda til o‘rgatishdan ko‘zlangan asosiy maqsad — chet tili yordamida uzoq va yaqin mamlakatlar, avvalo, rivojlangan davlatlar bilan o‘zaro manfaatli hamkorlikni yo‘lga qo‘yish, shu yo‘l bilan o‘z mamlakatini turli jabhalarda rivojlangan davlatlar qatoriga olib chiqishdir [2].

Axborot texnologiyalarining jadallik bilan rivojlanishi ta’lim sohasiga ham yangicha yondashuv va imkoniyatlar taqdim etmoqda. XXI asr – kompyuter texnologiyalari asri bo‘lib, yangi texnologiya va usullarning joriy etilishi yosh avlodning bilim salohiyatini sezilarli darajada rivojlantirilishiga erishilmoqda. Shu jumladan , chet tillarini o‘qitishda yangi axborot texnologiyalari katta imkoniyatlar taqdim etib, fan bo‘yicha ta’lim sifati va samarasini oshirishda muhim ahamiyat kasb etmoqda. O‘zbekiston Respublikasi Prezidentining 2012–yil 10–dekabrdagi «Chet tillarni o‘rganish tizimini yanada takomillashtirish chora–tadbirlari to‘g‘risida»gi Qarorida «Zamonaviy pedagogik va axborot–kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or uslublarini joriy etish yo‘li bilan, o‘sib kelayotgan yosh avlodni chet tillarga o‘qitish, shu tillarda erkin so‘zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon taraqqiyoti yutuqlari hamda dunyo axborot resurslaridan keng ko‘lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart–sharoit va imkoniyatlar yaratish» ishlari va buning uchun bir qator muhim vazifalarni amalga oshirish zarurligi ko‘rsatilgan [1].

Shuningdek, O’zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 7–fevral kungi farmoni bilan 2017—2021–yillarda O‘zbekistonni rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha tasdiqlangan Harakatlar strategiyasi “Ijtimoiy sohani rivojlantirish” yo’nalishida fan va ta’limga alohida e’tibor qaratilgan. Yurtboshimiz Sh.M.Mirziyoyevning “Yoshlarimiz mustaqil fikrlaydigan, yuksak intellektual va ma’naviy salohiyatga ega bo’lib, dunyo miqyosida o’z tengdoshlariga hech qaysi sohada bo’sh kelmaydigan insonlar bo’lib kamol topishi, baxtli bo’lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz ”, deb aytgan so’zlari bunga misol bo’la oladi [6]. “Ilmiy–tadqiqot va innovatsiya faoliyatini rag‘batlantirish, ilmiy va innovatsiya yutuqlarini amaliyotga joriy etishning samarali mexanizmlarini yaratish, oliy o‘quv yurtlari va ilmiy–tadqiqot institutlari huzurida ixtisoslashtirilgan ilmiy–eksperimental laboratoriyalar, yuqori texnologiya markazlari va texnoparklarni tashkil etish”, “Umumiy o‘rta ta’lim sifatini tubdan oshirish, chet tillar, informatika hamda matematika, fizika, kimyo, biologiya kabi boshqa muhim va talab yuqori bo‘lgan fanlarni chuqurlashtirilgan tarzda o‘rganish” kabi ustuvor vazifalar ta’lim va fan sohasini, shu jumladan, chet tillarini rivojlantirish uchun asos bo’lib xizmat qiladi

[7]. Yana bir misol, Prezidentimizning 05.09.2018 yildagi «Xalq ta’limi tizimiga boshqaruvning yangi tamoyillarini joriy etish chora–tadbirlari to‘g‘risida»gi PQ–3931–son qarorida umumiy o‘rta ta’limning yangi davlat ta’lim standartlari va o‘quv dasturlari, shu jumladan STEAM usulini takomillashtirish va bosqichma–bosqich joriy etish haqida so‘z borgan edi.

Buning uzviy davomi sifatida prezident maktablarini tuzish to‘g‘risida qaror chiqdi. Prezident maktablari STEAM (Science (fan), Technology (texnologiya), Engineering (muhandislik), Art (san’at) va Mathematics (matematika) fanlarini o‘qitishga ixtisoslashgan bo‘ladi.

Bu maktablarda yoshlarga matematika, fizika, kimyo, biologiya va axborot texnologiyalari hamda xorijiy tillar ilg‘or ta’lim metodologiyalari asosida chuqur o‘rgatiladi.Shunisi aloxida axamiyatliki,bu qaror chet tillarni bugungi ta’limdagi va umuman hayotdagi o‘rnini yaqqol ko‘rsatmoqda.[8]

Buning e’tibori o‘laroq, axborot kommunikatsiya texnologiyalari – kompyuter, audio–vizual qurilmalar, elektron darsliklar(video darsliklar, elektron kitob)dan keng foydalanish yo‘lga qo‘yildi. Bugungi kunda deyarli har bir odamda kompyuter va mobil qurilma vositasi mavjud va bu Internet foydalanuvchilari soni tobora ortib borayotganidan ham namoyon bo‘lmoqda. Ingliz tilini o‘qitishda Internet tarmog‘i – eng asosiy manba bo‘lib, katta imkoniyatlar taqdim etmoqda [4]. Yurtimizda AKT mutaxassislari tomonidan ishlab chiqilayotgan chet tillarni o‘rgatuvchi maxsus mobil ilovalar, elektron darsliklar, imloviy lug‘at va veb–sahifalar aholiga, shu jumladan, yosh avlodga katta foyda keltirmoqda. Dars jarayonida esa, faqatgina kitobdagi ma’lumotlar bilan cheklanmay, turli videolar, qiziqarli faktlar, statistikalar va faktlarga asoslangan ma’lumotlar elektron taqdimoti, turli interaktiv test va o‘yinlar aynan AKT qurilmalari orqali taqdim etilmoqda. Ayniqsa, boshlang‘ich sinf o‘quvchilarini o‘qitish uchun qiziqarli video va audio materiallarini qo‘llash an’anaviy usulga qaraganda bir muncha samarali hisoblanadi. Axborot texnologiyalari resurslari chet tilini mustaqil o‘rganuvchilari uchun ham ayni muddao bo‘lib, Internet tarmog‘i resurslari orqali o‘z darajasiga mos qo‘llanmalaridan foydalangan holda bosqichma bosqich bilim darajalarini oshirish imkoniga egalar. O‘qituvchi va professorlar ham axborot texnologiyalardan samarali foydalanish va dars jarayonlarida qo‘llash uchun aslo o‘z ustilarida ishlashdan to‘xtamasliklari va yangicha yondashuvdan yetarlicha foydalanishlari lozim.

Xulosa qilib aytadigan bo‘lsak, axborot kommunikatsiya qurilmalarining chet tillarini o‘qitish jarayonida qo‘llanilishi innovatsion usullardan biri bo‘lib, o‘quvchilar bilim saviyasi oshishida salmoqli hissa qo‘shmoqda. Ana shularni hisobga olgan holda aytishimiz mumkinki, ta’lim sohasida AKT ning tutgan roli oshsa oshadiki aslo kamaymaydi.

Foydalanilgan adabiyotlar:

1. AKT Chet tillarini o‘rganish vositasi sifatida, 2013. [elektron resurs]. – URL: http://uz.infocom.uz/2013/03/28/akt–chet–tillarini–organish–vositasi–sifatida/

2. https://kun.uz/uz/news/

3. Ingliz tilini mukammal o‘rganishingizga 5 ta eng asosiy sabab, 2015 [elektron resurs]. – URL: https://azamat.uz/ingliz–tilini–mukammal–organishingizga–5–ta–eng–asosiy–sabab/

4. Chet tillarini axborot texnologiyalari vositasida samarali o‘rganish, 2009 [elektron resurs]. – URL: http://uz.infocom.uz/2009/03/11/chet–tillarini–axborot–texnologiyalari–vositasida–samarali–organish/

5. https://www.ethnologue.com/world

6. 2017 – yil shiddatli islohotlar yili. – T.: “Adolat”, 2018. – 96 b.

7.https://daryo.uz/2017/02/07/ozbekiston–prezidenti–2017 2021 yillarga moljallangan –harakat–strategiyasi–haqidagi–farmonni–imzoladi, 2017 [elektron resurs].

8. https://www.norma.uz/uz/bizning_sharhlar/

HOZIRGI ZAMON TA’LIM VA TIL O’RGATISH TIZIMIDA AXBOROT TEXNOLOGIYALARINING RO’LI VA AHAMIYATI

Eshchanov M.U., *O’zDJTU, Ingliz tilining integrallashgan kursi kafedrasi o’qituvchisi*

Abstract. *The article deals with the identification of the role of information technologies, web technologies and their use in the educational system. Furthermore, it lays a special stress on the necessity of the inherence of information technologies in language learning and language teaching on the basis of social, psychological and methodological points of views.*

XXI asr axborot texnologiyalar asri hayotimizning barcha sohalariga ulkan o’zgarish va yutuqlar olib keldi. Ya’ni axborot uzatish, tarqatish, saqlash va almashish tez va qulay darajada amalga oshirilmoqda. Telefon va kabel aloqalari, supermarket va tadqiqot laboratoriyalarida kompyuter yordamida ma’lumot kiritish, uni tahlil qilish va axborot uzatish bugunga kelib hayot foaliyatimizning ajralmas bo’lagiga aylandi desak hech ham mubolog’a bo’lmaydi. Boshqa sohalardagi kabi til o’rganish va o’rqatish tizimida ham kompyuter va axborot texnologiyalarining o’rni va ahamiyati tobora oshib bormoqda.

O’zbekiston Respublikasi Prezidentining 1875 sonli “Chet tillarini o’rganish tizimini yanada takomillashtirish chora–tadbirlari to’g’risidagi” qaroridan keyin O’zbekistonda chet tillarni o’rganish tizimini yaxshilash va yangi axborot texnologiyalarini ta’lim–tarbiyaga joriy qilgan holda chet tillar o’rganish tizimini yanada rivojlantirish bugungi kunning dolzarb masalalaridan biri bo’lib hisoblanadi. Yurtimizda olib borilayotgan uzliksiz ta’lim til va texnologiya

sohasidagi foaliyatning rivojlanib, o’sib borishiga ulkan imkoniyatlar zaminini yaratdi.

Til haqida gapirar ekanmiz, avvalo kompyuter va til o’rtasidagi mustahkam bog’liqlik va uning ahamiyatini chuqur anglay olishimiz zarur.

Kompyuterlarning ilk avlodlari yaratilganidan buyun til o’rganish tizimi asta–sekin kompyuterlashib borayotgani quvonarli holdir. Ilk shaxsiy kompyuterlar 1980–yillarning boshlarida paydo bo’lgan bo’lib, bir qancha ingliz tilidagi yangi terminlar lug’atlarga kirib kela boshlaydi. Masalan, keyboard, monitor, mouse, byte, joystick, modem va boshqa shu kabi so’zlar kompyuterni ishlatishda zarur bo’lgan atamalarga aylanadi. Bugungi kunga kelib esa, iPod, Mp3 player, WiFi, CD–ROM, PDF, URL, USB kabi so’zlar umumxalq tiliga ham kirib keldi. Natijada, bu so’zlar har bir kompyuter foydalanuvchisining kundalik so’ziga aylandi. Til o’rganishda kompyuterning roli beqiyos bo’lganligi uchun, til o’qitish tizimida kompyuter yordamida til o’rganish dasturi (Computer–assisted language learning CALL) yaratildi. CALL bilan birgalikda uning til o’rganishni kuchaytirishga yordam beruvchi tamoyillari ham yaratildi. Ushbu tamoyillar va kompyuter ishlatish to’g’risidagi choralar quyidagi ko’rinishda namoyon bo’lishi mumkin:

1. Texnologiya o’quv dasturi va darslarning pedagogik maqsadlarini amalga oshirish uchun zarurdir.

2. Talabalarga ma’qul kelgan CALL har bir sinfxonada yaratilishi muhim.

3. Hamma talabalar axborot texnologiyalarga jalb qilinishi talab etiladi.

Shu bilan birga har xil o’rganish usullari va talabalarning qobiliyatlarini hisobga olib, kompyuterga asoslangan topshiriqlar yaratilishi zarur.Talabalarga kompyuterlarni o’rganish qiyinchilik tug’dirmasligi uchun, kompyuter dasturlari asta sekinlik bilan tushuntirib borilishi maqsadga muvofiqdir.

4. Kompyuterdan foydalanish samarali va foydali bo’lishi zarur. Yani, masalan, o’rganuvchi CD dagi audio topshiriqni birinchi urinishda yaxshi bajarmagan bo’lsa, ikkinchi urinishda tushungan holda, qayta va samarali bajarishi kuzatilishi zarur.

5. Har doim ham kompyuterlarning ishlashiga ishonib qo’lmaslik zarur. Elektr toki uzulgan yoki kompyuter tasodifan ishdan chiqqan holatda, o’qituvchi qo’shimcha darslik va materiallardan foydalanib darsni samarali bo’lishiga kafolat berishi muhim.

CALL ning til o’rganishda ishlatilishi bir qancha ko’rinishlarda aks etishi mumkin. Ular quyidagicha:

1. Hamkorlikdagi loyihalar. Bunda talabalar o’zlariga berilgan topshiriqni yoki tadqiqot loyihasini prezentatsiyalar yordamida grafikli, matn va video ko’rinishlarda taqdim etishi mumkin. Bu esa o’z navbatida talabalarning

hamkorlikda tadqiqot mavzusi ustida birga ishlashish, kompyuter dasturlarini maroqli va samarali o'zlashtirish kabi ko'nikmalarni hosil qiladi.

2. Insho va yozma topshiriqlarni to'g'irlash va ular haqida fikr–mulohaza yuritish. Ya'ni talaba o'zi yozgan insho yoki yozma ishini o'qituvchisiga yoki do'stiga elektron pochta orqali tekshirtirishi va xatolari yuzasidan maslahat olishi mumkin bo'ladi.

3. Bloglar. Hozirgi kunda ta'lim tizimida bloglarning ahamiyati tobora kuchayib bormoqda chunki blog o'qituvchi va o'rganuvchi o'rtasidagi asosiy vositachiga aylandi. Ya'ni bloglarda o'qituvchi va talabalar har qil mavzular yuzasidan turli tuman masalalarni muhokama qilishi va savollarga javob olishi mumkin bo'ladi.

4. Web sahifalari dizayni. Web sahifalarining til o'rganish maqsadlari uchun yaratilishi va amalga oshirilishi til o'rganuvchilar uchun ulkan imkoniyatlar eshigini ochmoqda. Web sahifalari orqali o'rganuvchilar har xil mashqlar, testlar bajarishi va qiziqarli suhbat va muloqotlar o'tkazishi mumkin.

5. O'quv materiallarining qo'shimcha imkoniyatlari. Hozirgi kunda chop etilayotgan o'quv darsliklarning bir qanchasi audio–video materiallar va CD–ROM disklar bilan boyitilgan.CD–ROM disklar o'rganuvchi uchun qo'shimcha amaliy ko'mak va nazorat vazifasini o'taydi chunki ushbu dastur o'quvchining javobini yoki uning bilim darajasini kompyuter ekranida to'g'ridan–to'g'ri ko'rsatib berish imkoniyatiga ega.

Ta'lim sohasida axborot texnologiyalarining keng joriy qilinganligi bugungi kun o'qitish va ta'lim olish tizimining yuqori darajada rivojlanayotganidan dalolatdir. Ayniqsa bugungi global dunyoda ta'lim–tarbiya ishlarining Internetsiz olib borilishini tasavvur qilish qiyin. Bu esa axborot texnologiyalarini ta'lim sohasiga yanada intensiv joriy qilishni talab etadi. Dunyo bo'ylab maktab, kollej, litsey va oliy o'quv yurtlarida kompyuter va Internet keng joriy qilingan. Ayniqsa, xorijiy tillarni o'rganishda Internetning o'rni juda ham muhim bo'lib bormoqda.

Internet, elektron pochta yoki ICQlarni uyda o'qish va o'rganish maqsadlarida ishlatish o'z navbatida katta samara berib kelgan. Shunga qaramasdan, web texnologiyalari o'qitish tizimida o'qituvchi va o'rganuvchilar uchun qiyinchilik va muammolar keltirib chiqarishi tabiiydir. Ular quyidagicha:

1. O'qituvchi va talabaning axborot texnologiylarini ishlata bilish mahorati yoki shu sohadagi savodxonligi. Web sahifalar orqali o'rganish va o'qitish talaba va o'qituvchilardan yangi mahorat va ko'nikmalarni talab qiladi. O'rganuvchilar Internetda qidira bilish, materiallarni yuklay olish, o'qituvchilar esa yangi web materiallarini yarata olish va dizayn qilish mahoratlarini mukammal o'zlashtirishi zarur bo'ladi. O'qituvchilar web dasturlar bilan ishlay olishlariga qaramasdan,

dasturlash, grafik dizayn berish, saytni to'g'irlash va yaxshilab borish kabi muammolarga duch keladi.

2. Vaqt. Sinfda o'quvchilarning o'zlari kerakli ma'lumot, kitob yoki materialni qidirganda, ko'p vaqt Internet web sahifalarini o'rganish va ulardan kerakli mahsulot/materialni saralab olishga sariflanadi. Bu esa sinfdagi dars vaqtining asosan Internet materiallarni qidirshga ketganligini bildirib, ushbu holat o'quvchilarda noqulay vaziyatini keltirib chiqaradi.

3. Munosobat. Axborot texnologiyalarining ta'limga joriy qilinishi o'qituvchi va talabalarda unga nisbatan har xil munosobatlarning paydo bo'lishiga olib keladi. Internet tarmog'idagi o'qituvchi tomonidan aytilgan bir necha saytlardan foydalanish o'quvchilar uchun noqulay vaziyatni keltirib chiqarib, ular ushbu saytlarga kirishni istamasliklari mumkin. Chunki, bu holatda o'qituvchi tomonidan o'rganuvchi yoki mijozning talab, istak va ehtijoylari hisobga olinishi va bu holatga nisbatan boshqacha chora–tadbirlar puxta ishlab chiqilishi lozim bo'ladi.

Xulosa o'rnida shuni aytish kerakki, Internet texnologiyasi til o'rganish sohasida imkoniyatlar yaratib qo'ymasdan gina, bir qator qiyinchiliklarga ham sabab bo'ladi. Ayniqsa xorijiy tillarni o'rganishda talabalar bir qancha qiyinchiliklarga duch kelishi tabiiy holatga aylantib borayotgandek tuyilishi mumkin. Masalan o'rganilayotgan tilda bir necha shevalarning mavjudligi, har xil turdagi murakkab va adabiy so'zlarning matnlar va og'zaki nutqda ishlatilishi va shu kabilar sinfda o'tirgan o'quvchiga qiyinchiliklar tug'dirishi tabiiydir. Ushbu holatni yumshatishda va yaxshilashda bugungi kun zamonaviy axborot texnologiyalari, ayniqsa Internet bevosita ko'mak beradi. Internetdagi har xil ta'lim saytlarning mavjudligi hamma o'rganuvchilarni quvontirishi ham tabiiy holat. Chunki ta'lim web sahifalarida til o'rganuvchilar har xil shevalarga xos aksentlarni eshitishi, o'rganishi va ularni tushuna bilish qobiliyatiga ega bo'ladi. Shuningdek, har xil janrga oid matnlarni Internetda topish va o'qish juda qulay va osondir. Ya'ni o'rganuvchi bir necha turdagi matnlarni o'qishi, tahlil qilishi va ulardagi mavjud savollarga javob berishi, so'z boyligini oshirishi va grammatikaga doir bilimlarini mustahkamlashi mumkin bo'ladi. Bundan tashqari web sahifalardagi muloqot ko'rinishidagi forum, chat va xat almashishlar til o'rganuvchilarda ijtimoiy muloqat va chet tilida ravon va tez gaplashish, fikr bildirish, qo'yilgan masalaga o'z munosabatini bildirish kabi malakalarni ham shakllantirish va yaxshilashda yaqindan yordam beradi.

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ИНГЛИЗ ТИЛИНИ ЎҚИТИШ ЖАРАЁНИДА ЭЛЕКТРОН КИТОБЛАРДАН ФОЙДАЛАНИШ САМАРАДОРЛИГИ

Газиева В.Х., *Муҳаммад ал–Хоразмий номидаги ТАТУ, Чет тиллар кафедраси, катта ўқитувчи*

Бойназаров Ж.Б., *Муҳаммад ал–Хоразмий номидаги ТАТУ талабаси*

Abstract.*The article outlines the role of ICT in the current educational system. The ways of improving teaching and learning foreign languages via E–books are considered in the article. As well as the given article touches upon the use of IT and its effectiveness in learning foreign languages.*

Ҳозирги янгиланиш даврида таълим жараёнини такомиллаштириш муҳим масаладир. Чунки буюк давлатни баркамол авлод қура олади. Авлод баркамол бўлиши учун ўта билимли бўлмоғи даркор. Улар кучли билимга эга бўлишлари учун ўқитувчилар чин дилдан билим берибгина қолмай, балки ўз устида ҳам янада қаттиқроқ ишлаши, замон билан ҳамнафас бўлмоғи даркор. Бу ахборот технологияларининг илғорлаб бораётган бир пайтда ўқитувчилар олдида турган энг долзарб масаладир.

Чет тилини ўрганишда бизнинг шароитимизда табиий нутқ муҳитидан фойдаланиш имконияти оз бўлганлиги учун ҳам, кўпчилик ҳолларда сунъий нутқ муҳитини яратишга тўғри келади. Маълумки асримизнинг энг буюк ихтироларидан бири компьютердир. У ўргатиш, ҳамда назорат қилиш қудратига эга эканлиги чет тилларини ўқитишда анча самара беради. Талаба компьютерлардан фойдаланиб, мустақил иш олиб боришга қодирдир. Бундай имкониятлар яратиб берган электрон дарсликларнинг тури ҳозирги пайтда жуда кўп. Ҳорижда ишланган дастурлар (“Face to face”, “Digital publishing”, “CNN” ва бошқалар)дан ташқари юртдошларимиз томонидан ишланган дастурлар (“English for all”, Ўзбекистон Жаҳон тиллари университети ўқитувчилари томонидан яратилган (Zero level ва Elemantary level) ўқув услубий комплекси) ҳам жуда яхши самара бермоқда. Ушбу дастурлар талабаларнинг нутқий қобилиятларини ривожлантиради, соф инглиз тилидаги нутқни эшитишга имконият яратади, қизиқарли машқларни ишлаб луғатларни тез ёдлашга ёрдам беради.

Компьютер асри ўқитувчиларнинг ишини ҳам маълум даражада енгиллаштирди. Энди ўқитувчилар учун дидактик кўргазмали қуроллар, аудио материалларни тайёрлаш муаммо эмас. У интернет, ҳамкасблари, қолаверса талабаларнинг ёрдами орқали ўқув дастурлари, электрон китоблар, луғатлар, фанга оид материалларни топа олади ва уларни дарсида ишлатиб, албатта муваффақиятга эриша олади. Бу соҳада Ахборот технологиялар университети Чет тиллар кафедраси ўқитувчилари талабаларни мустақил ишлаб, ижодкорлигини оширишга ундайдиган бир қатор ўқув дастурлари, электрон китоблар, луғатлар, энциклопедиялар, аудио китоблар, соф инглиз тилидаги бадиий филмлар билан кафедра электрон кутубхонани бойитиб келмоқда. Бундан ташқари барча талабаларимиз ҳозирги кунда машҳур бўлган “Headway” китобининг электрон нусхаси аудио материаллари билан таъминланди ва юқорида айтиб ўтилган ўқув материаллари кўпгина талабалар қизиқишини оширишга самарали таъсир кўрсатди. Албатта бундай тайёр ўқув дастурлардан фойдаланиш, янги мазмундаги давр талабларига мос дарс ўтиш усуллари янги билимларни ўзлаштириб боришга ёрдам беради. Лекин талабаларимиз ўз соҳаси доирасида маълум даражада касб маҳоратини такомиллаштириши учун, биз ўқитувчилар ўз тажрибамизга таяниб, давр талабига мос келадиган инглиз тилида электрон дастур ва дарсликларни ўзимиз яратишимиз керак. Ушбу дарсликларни фан оламидаги энг сўнги янгиликлар, ўтилаётган мавзуни кенгроқ ёрита оладиган материаллар билан тўлдириб туриш мумкин, ҳамда улар орқали чет тилларни ўқитишда тармоқ орқали тўғридан–тўғри масофовий таълим курслари билан боғланиб туриш имконига эга. Бундай электрон дарсликлар талабаларга маълум бир мавзуни ўқитувчининг иштирокисиз мустақил ўрганиб, нутк жараёнида содир этилган хатоларни тузатиш, ўз–ўзини назорат қилиш малакасини ҳосил қилишга ёрдам беради. Бундан ташқари ўқитувчининг иштирокисиз ҳам дарсларни самарали ташкил этиш, талабаларнинг мустақил ишларини такомиллаштириш эвазига таълим самарадорлигини ошириш, ўқув материалини тил ўрганувчиларининг қизиқиш, эҳтиёжлари ва билим, нутқий малака ва кўникмалари даражасига мослаштириш, тил ўрганувчиларнинг вақтини мақсадга мувофиқ тақсимлаш ва ундан самарали фойдаланиш имкониятини яратади.

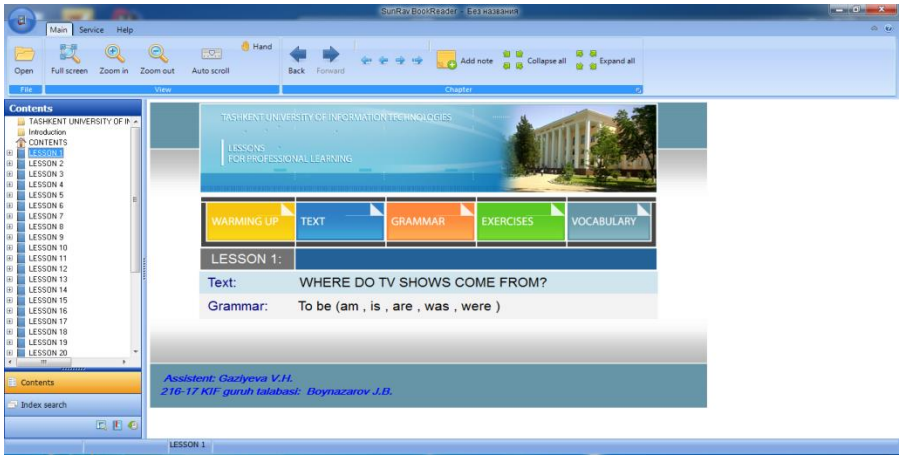
Бундай дарсликларни яратишда талабаларимизнинг ёрдами беқиёс бўла олади. Уларнинг фикри, ахборот технологиялар соҳасидаги билими, ўқитувчиларнинг тажрибаси, маҳоратини мужассамлаштириб яратилган ўқув дастурлар, албатта талабаларнинг чет тилларини ўрганиш билан бир қаторда ахборот технологиялар сохасида ҳам билимини оширишга хизмат қилади. Ушбу фаолият орқали фанлараро узвийликни шакллантиришга эришишимиз мумкин. Қолаверса талабаларнинг интеллектуал кобилияти хамда амалий кўникмаларини шакллантиришда хам муҳим ролъ ўйнайди.

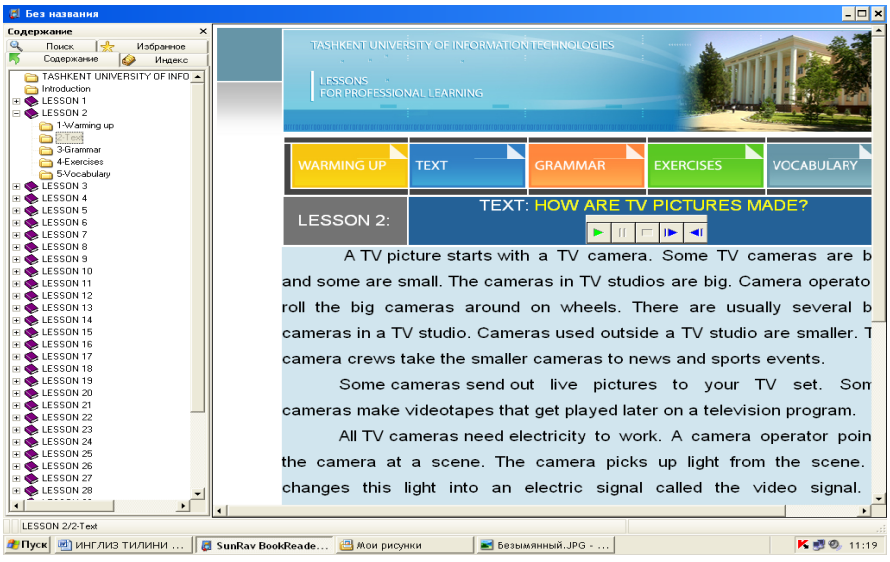
Чет тили дарсида ўқитишнинг бундай кўриниши албатта талаба учун қизиқ қолаверса ўқилаётган хар бир мавзу аниқ далиллар асосида келтирилади. Умуман олганда чет тилларни ўқитишда албатта педагогика ва

информацион технологиялар ҳозирги ахборотлашган жамиятимизда узвий боғликдир ва бу замон талаби. Талаба эса, ўқиш давомида ана шундай замонавий технологиялар ёрдамида ўз билимини ошириб бормокда.

Биз, Муҳаммад ал–Хоразмий номидаги Тошкент Ахборот Технологиялари Университети катта ўқитувчиси В.Х Газиева ва 216–17 ИТу талабаси Бойназаров Жалил Телевизион технологиялари талабалари учун биринчи электрон услубий қўлланма яратдик. Бу электрон услубий қўлланма 30 та дарсдан, ҳар бир дарс 5 бўлимдан иборат. Унда тил муҳитини яратиш учун саволлар, мутахассисликка оид матнлар, уларга хос машқлар, инлиз тили грамматик қоидалари, матнларга оид луғатлар берилган.

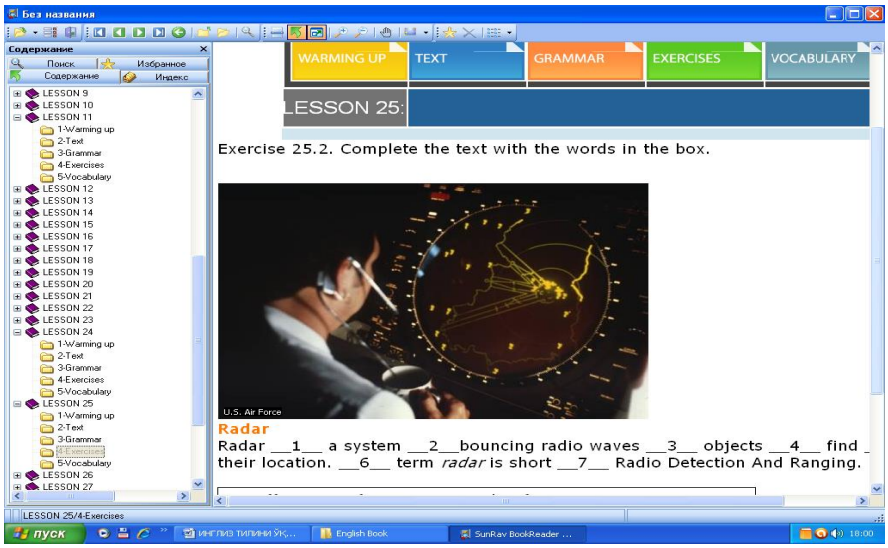
Электрон услубий қўлланманинг умумий кўриниши қуйидагича:





TEXT бўлимининг кўриниши қуйидагича бўлиб, у овозлаштирилган.

Қўлланмадаги машқлар тузишда соҳага оид бўлган матнлардан фойдаланилган ва грамматик қоидаларга асосланган.



Хулоса қилиб айтганда, ахборот технологиялар воситалари тил ўрганишда қатор қулайликлар ва натижаларни берибгина қолмай, бу янгиланиш давридаги таълим жараёнида талаба ўқитувчи билан ҳамнафас бўлиб фаолият кўрсатади ва иккала соҳада билимини оширишга эришади.

Демак, ахборот технологияларнинг таълим тизимига жадал кириб бориши нафақат чет тилларни ўқитишда, балки барча дарсларни ўзлаштиришда дарс ўтиш услубини кенгайтириб, ўтилаётган дарсларнинг сифатини ошириб боради.

Шундай қилиб замонавий педагогик технологияда ахборот технологияларидан кенгроқ фойдаланилса, талабаларга чет тилларни ўргатишнинг самарадорлиги янада ошади.

INGLIZ TILINI O'RGANISHDA WEB ILOVALARNING O'RNI

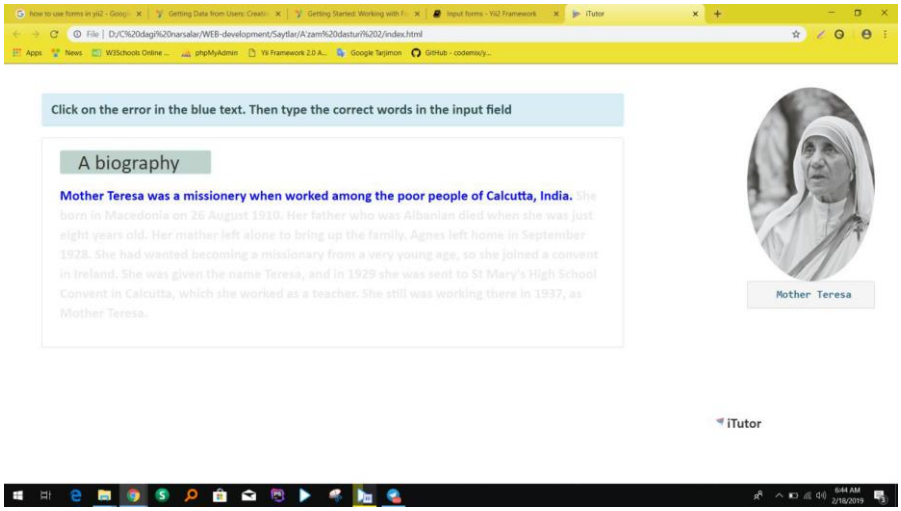
Inoyatov A., *Muhammad Al–Xorazmiy nomidagi TATU talabasi*
Musayeva F.M., *Muhammad al–Xorazmiy nomidagi TATU, chet tillar kafedrasi katta o`qituvchisi.*

Abstract. *This article is dedicated to the use of web application called "iTuTor" which helps learners to improve their English skills in terms of reading and writing. Explanation about using of this new application and where to use are given in this article.*

XXI asrda kompyuter aqlga sig'mas darajadagi ishlarni amalga oshiryapti. Planetamiz davlatlari orasida kuchli raqobat ketayotgan paytda ular aynan kompyuter orqali kuchli siyosat olib bormoqdalar. Masalan Google, Microsoft, Apple va Facebook kompaniyalari o'zlari yaratgan dasturiy mahsulotlari bilan davlat raqnaqi va rivojlanishi uchun o'z hissalarini qo'shmoqdalar. Insonlar

kundalik hayotlarida deyarli har kuni ijtomoiy tarmoqlar, masalan, Google kompaniyasi tomonidan yaratilgan aqlli google.com web saytidan foydalanadilar. Shu bilan bir qatorda ingliz tilini o’rganuvchilar uchun ham o’rgatuvchi dasturlar, web saytlar va web ilovalar ham talaygina. Misol qilib aytadigan bo’lsak, 2011–yilda Luis von Ahn va Serverin Hacker tomonidan ishlab chiqilgan duolingo.com sayti ingliz tilini o’rgatadigan eng yaxshi web ilovalaridan biri hisoblanadi. Undan foydalanuvchilar hozirgi kunda 300 milliondan ortiq. Bugungi kunda O’zbekistonda ham bir qancha chet tillarini o’rganish bo’yicha kundan kunga ancha murakkab tizimlar ishlab chiqilyapti. Buning negizida, O'zbekiston Respublikasi birinchi Prezidentimizning 2012–yil 10– dekabrdagi “Chet tillarini o'rganish tizimini yanada takomillashtirish chora–tadbirlari to'g'risida”gi PQ–1875–sonli qarorining tasdiqlanashini yotibdi albatta.

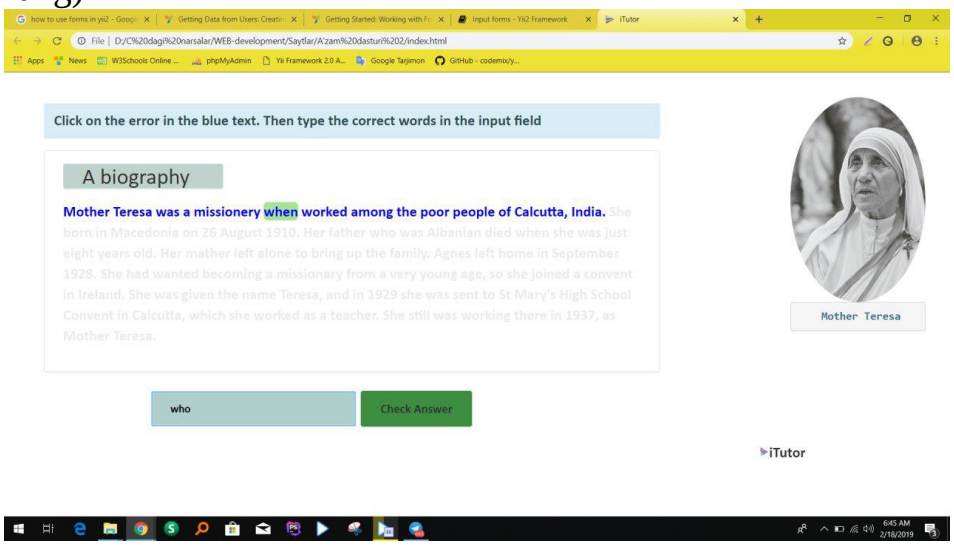
Yaratilgan “iTuTor” dasturi ingliz tilini o’rganish istagida bo’lgan barcha insonlar, jumladan, talabalar, o’quchilar va o’qituvchilar uchun “cross browser” (har xil brouzerlarda ishlay oladigan)li dastur hisoblanadi. Dasturdan qanday foydlanish kerakligi haqida batafsil dastur interfeysida tushintirilgan. Dastur o’rganuvchilarga savollarni matn ko’rinishida taqdim etadi va matndagi xato so’zlarni topib, to’g’rilash zarurligini so’raydi. Matnlar maktab va universitet dasturlarida mavjud bo’lgan turli xildagi mavzular (shoir xa yozuvchilarning hayoti, sport, jamiyat, insonlar haqida va siyosat) dan iborat bo’lib, matnning tuzatilayotgan qismi ko’k rangda avtomatik tarzda bo’yaladi. Dastur foydalanuvchilarga berilgan matndagi xato so’zlarni tuzatishlarini interaktiv tarzda ko’rsatib beradi. O’rganuvchilar to’g’ri deb o’ylagan so’zlarini maxsus kataklarga yozganlaridan so’ng, kiritilgan so’z to’g’ri yoki xatoligini ekranda ko’rishlari mumkin bo’ladi. Ushbu dasturni istalgan davlat ta’lim muassasalarida, o’quv markazlarida va xususiy maktablarda foydalanish mumkin. Dasturdan foydalanishda xech qanday cheklovlar yo’q. Texnika xavfsizlik qoidalariga rioya



qilgan holda ishlash lozim.

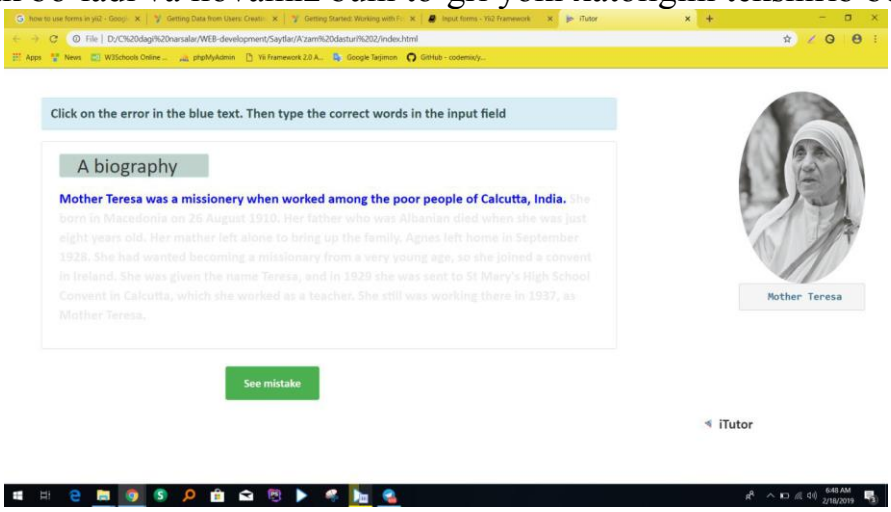
1–rasm

1–rasmda “iTuTor” dasturining interfeysi ko’rsatilgan. Dasturning bu qismida “Mother Teresa” haqida yozilgan. Dastavval foydalanuvchidan ushbu matnning birinchi gapidagi xato so’zni topish so’raladi. Xato so’z yashil rangda berilgan. (2–rasmga qarang)



2–rasm

2–rasmda foydalanuvchi birinchi gapdagi xato so’zni topib, uni o’rniga grammatik jihatdan to’g’ri bo’lgan so’zni kiritib, “Check answer” tugmasini bosishi kerak bo’ladi va ilovamiz buni to’gri yoki xatoligini tekshirib beradi.



3–rasm

3–rasmda esa dasturning foydalanuchi bilan interaktiv xizmati ko’rsatilgan, ya’ni dastur foydalanuvchi gapdagi xato so’zni topishda ikki martadan ortiq urinsa, dastur unga xato so’zni topib berishini taklif qiladi va “See mistake” tugmasini bosish orqali xato so’z topiladi.

Ushbu “**iTuTor**” dasturida berilgan matnlarning xilma xilligi ingliz tili o’rganuvchilariga o’z dunyoqarashlarini kengaytirsih bilan bir qatorda grammatik bilim va ko’nikmalarini ham mustahkamlash imkonini beradi. Ushbu dastur yordamida foydalanuvchilar ingliz tilini o’z maqsad va imkoniyatlarini to’g’ri yo’naltirgan holda o’rganishlari mumkin.

Foydalanilgan adabiyotlar:

1. O’zbekiston Respublikasi Prezidentining 1875 sonli “Chet tillarini o’rganish tizimini yanada takomillashtirish chora–tadbirlari to’g’risidagi” qarori, Xalq So’zi. 2012.
2. https://elt.oup.com New Headway Elementary Fourth Edition. New Headway Elementary A1–A2 Student's Book and iTutor Pack.
3. http://tuit.uz Toshkent Axborot Texnologiyalari Universiteti elektron ta’lim portali.

AXBOROT KOMMUNIKATSIYA TEXNOLOGIYALARI VA XORIJIY TILLARNING INTEGRATSIYASINING O`ZBEKISTONNING GLOBAL MAYDONGA CHIQISHIDAGI AHAMIYATI

Ismoilov Sh.A., Qobilov U.E., *Muhammad al–Xorazmiy nomidagi TATU talabalari*
Maqsudova O.N., *Muhammad al–Xorazmiy nomidagi TATU katta o`qituvchisi*

Abstract. *Thanks to the rapid development of information and communication technologies that are becoming an integral part of our lives, special attention is paid to the rational use of these technologies in science and education. Nowadays, being in constant need of constant awareness of the changing trends in all spheres of life, science and education with its rapidly developing world, we are not mistaken.*

Axborot kommunikatsiya texnologiyalaridan oqilona foydalangan holda yoshlarmizga xorijiy tillarni o’rgatish bilan bir qatorda o’z milliy tilimizni ya’ni o’zbek tilimizni naqadar boy til ekanligini,o’zbek tili bizning milliyligimiz, madaniyatimiz ekanligini yosh avlod ongiga singdirishimiz lozim. Mutaxassislarning fikirlariga ko’ra globallashuv jarayoni 2000 ga yaqin xalqlarning o’z milliy tilini yo’q bo’lib ketishiga sabab bo’lishi mumkin ekan. Shu sababli ham, yoshlarimizga ta’lim berish jarayonida axborot kommunikatsiya texnologiyalaridan foydalangan holda yangicha yondashish lozim.

Hozirda o’qitish jarayonini AKT orqali olib borish yoshlarni dars jarayoniga qiziqishini oshirib,malumotlarni tez va oson qabul qilishlarini ta’minlaydi. O‘zbekiston Respublikasi Birinchi Prezidentining 2012–yil 10–dekabrdagi «Chet tillarni o‘rganish tizimini yanada takomillashtirish chora–tadbirlari to‘g‘risida»gi Qarorida «Zamonaviy pedagogik va axborot–kommunikatsiya texnologiyalaridan foydalangan holda o‘qitishning ilg‘or uslublarini joriy etish yo‘li bilan, o‘sib kelayotgan yosh avlodni chet tillarga o‘qitish, shu tillarda erkin so‘zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon taraqqiyoti yutuqlari hamda dunyo axborot resurslaridan keng ko‘lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart–sharoit va imkoniyatlar yaratish» vazifalari va vazifalari va bu vazifalarni bajarish uchun bir qancha qilinishi zarur bo’lgan chora tadbirlar

ko’rsatib berilgan.Bu qarorga binoan 2013–2014 o‘quv yilining o’zidayoq umumiy o‘rta ta’lim maktablarining birinchi sinf o’quvchilariga xorijiy tillarni AKT dan foydalangan holda o‘qitish belgilab berildi. Bu kabi harakatlar yoshlarimizni o’zlarining chet ellik tengdoshlari bilan sog’lom raqobatga kirisha olishlarini ta’minlaydi desak adashmaymiz. To’g’ri chet tillarini bilish yaxshi sababi yoshlarimiz bu orqali o’z bilimlarini oshirishadi. Chet ellik tengdoshlari bilan fikir almashish orqali o’z dunyo qarashlarini kengaytirishadi, ammo yuqorida aytganimizdek o’z milliy ona tilimizni qadrini yo’qotmasligimiz lozim.

Bugungi kunda mana shu yuqorida aytganimizdek globallashuv jarayoniga alohida e’tibor qaratila boshlandi. Masalan O’zbekiston shu kungacha Osiyo va Yevropa davlatlari bilan bo’ladigan o’zaro rasmiy uchrashuvlarda,turli konferensiyalarda,o’zaro shartnomalarda rus va ingliz tillaridan foydalanishar edi. Ammo hozirgi kunga kelib esa bir qancha davlatlar bilan ya’ni Osiyo hamda Afrika davlatlari bilan hamkorlik chog’ida o’z milliy tilimiz orqali munozaralar olib borilayotgani quvonarli hol albatta. O‘zbekiston Respublikasi Birinchi Prezidenti I. Karimov “Yuksak ma’naviyat–yengilmas kuch” nomli asarlarida ta’kidlanganlaridek: “Agar O’zbekistonimizni dunyoga tarannum etmoqchi, uning qadimiy tarixi va yorug’ kelajagini ulug’lamoqchi, uni avlodlar xotirasida boqiy saqlamoqchi bo’lsak, avvalambor bo’lajak buyuk yozuvchilarni, buyuk shoirlarni, buyuk ijodkorlarni tarbiyalashimiz kerak”.

Xulosa qilib aytganda, xorijiy tillarni o’rganish, bu borada axborot kommunikatsiya texnologiyalaridan samarali foydalanish hozirgi zamon talabi ekanligini chuqur his qilgan holda yoshlarimizga xorijiy tillarni o’rganishning yangi usul va uslublarini o’rgatishimiz va bu ishlarni “Kadrlar tayyorlash milliy dasturi”ga suyangan holda amalga oshirishimiz lozim.

Hozirda iste’dotli yoshlarimizni o’z sohasining yetuk mutahassisi bo’lib yetishishi uchun xorijiy tillarni bilishi hususan ingliz tilini bilishi zarur. Chunki hozirgi kunda texnika va texnologiyalar asosan ingliz tilida ishlatiladi. Yurtimizning Yevropa va Osiyo mamlakatlari bilan olib borayotgan siyosiy, iqtisodiy, madaniy va ma’rifiy aloqalari yanada o’sib,rivojlanayotgani bir vaqtda yosh avlodning Yevropa va Osiyo davlatlari urf–odatlari, hayoti, madaniyati, tiliga bo‘lgan qiziqishlari kuchayib bormoqda. Bu kabi o’zaro aloqalarda yoshlarimizning xorijiy tillarini bilishi xususan ingliz tilini bilishi juda muhim.

Foydalanilgan adabiyotlar:

1. I.A. Karimov “Yuksak ma`naviyat – yengilmas kuch” 2008; ISBN: 978–9949–04–067–0; 102–bet.

2. Dilek Cakici “The use of ICT in teaching English as a foreign language” conference paper PER; November 2016.

3. “O`zbekiston Ovozi” gazetasi 2018–yil 39–son.

CHET TILLARINI O'RGANISHDA AXBOROT TEXNOLOGIYALARINING O'RNI

Jabborov M., *Muhammad Al–Xorazmiy nomidagi TATU talabasi,*

Musayeva F.M., *Muhammad al–Xorazmiy nomidagi TATU, Chet tillar kafedrasi katta o`qituvchisi*

Abstract. *The paper deals with the problems of the importance of the modern information technologies, their implementation for the improvement of new evolving generation, new instructional methods in using technologies, combination the teaching and learning process with up–to–date gadgets. The role of the English language in the awareness of contemporary implements is given in this article.*

Inson dunyoga kelibdiki tashqi olamdan to'xtovsiz yangiliklar, axborotlar olib voyaga yetadi. Hozirgi axborot texnologiyalar jadallik bilan rivojlanayotgan XXI–asrda chet tillarini o'rganishga bo'lgan talablar ko'paymoqda, to'g'rirog'i vaziyat shuni taqozo qilmoqda. Hozirgi kunda dunyoda keng tarqalgan til bu ingliz tilidir. Ingliz tilini o'rganish esa oson emas va anchagina vaqt talab qiladi. Chunki undagi so'zlarning tarjimasi, grammatik qonun–qoidalarni o'rganish ma'lum vaqt talab etadi. Lekin hozirgi kunda bu tilni, umuman chet tillarini o'rganishning qulayligi salmoqli darajada oshgan. Bunga sabab axborot texnologiyalari va undagi dasturiy mahsulotlarning yaratilishidir. Zamonaviy telefonlarimizdagi elektron lug'at kitoblar, qo'llanmalar buning yaqqol dalilidir. Bundan tashqari "Internet"–deb atalmish butun jahon o'rgimchak to'ri va undagi online tarjima qiluvchi dasturlar (GOOGLE TRANSLATION va boshqalar)ning ham hissasi katta. Dunyo adabiyotlarining eng ko'p qismini ingliz tilida yozilgan adabiyotlar, qo'llanmalar tashkil qiladi. Bu esa biror–bir kasbning yetuk mutaxassisi bo'lish uchun ham ingliz tilini yaxshi bilish kerakligini anglatadi.

O'zbekiston Respublikasi Prezidentining 2012–yil 10–dekabrdagi "Chet tillarini o'rganish tizimini yanada takomillashtirish chora–tadbirlari to'g'risida"gi qarorida "Zamonaviy pedagogik va axborot–kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or usullarini joriy etish yo'li bilan, o'sib kelayotgan yosh avlodni chet tillarga o'qitish, shu tillarda erkin so'zlashaoladigan mutaxassislarni tayorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon taraqqiyoti yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart–sharoit va imkoniyatlar yaratish" ishlari va buning uchun bir qator muhim vazifalarni amalga oshirish zarurligi ko'rsatilgan.

Hozirda chet tillarini o'rganish uchun juda keng imkoniyatlar yaratilmoqda. Endi ingliz tilidan xorijiy davlatlarning malakali o'qituvchilari bizga saboq berishlari mumkin. Bu esa albatta yana axborot texnologiyasi ya'ni "Gologramma" ning yordami bilandir.

Gologramma bu – uch o'lchamli tekis kodlangan tasvir bo'lib, inson tafakkurining mahsulidir. Uning vazifasi uzoq masofadan turib aloqa bog'lashni

ta’minlaydi. U orqali dunyoning narigi tomonidagi do’stingiz bilan huddi uning yonida turgandek gaplashasiz.

Gologramma yordamida xorijiy davlatlarning o’qituvchilari bizning talaba va o’quvchilarimizga masofadan turib dars berishi, ularga jahonda bo’layotgan kashfiyotlar bilan bevosita ingliz tilida tanishtirishi mumkin. Bizning malakali o’qituvchilarimiz ham xorijdagi talaba va o’quvchilarga dars berishlari mumkin. Bu o’zaro bilim va fikrlar almashish tizimi vatanimizni rivojiga, yuksalishiga yanada hissa qo’shadi. Gologramma uch o’lchamli tasvirni yaratadigan maxsus Holografik fotosuratlardir. Bir necha yillar oldin insoniyat bunday kashfiyotlarni faqat orzu qilardi. Hozirgi kunda ilm–fan, axborot texnologiyalar juda tez sur’atlarda rivojlanmoqda, shuningdek Gologramma tasvirlar yaqinda bizning kundalik hayotimizning ajralmas qismiga aylansa ajab emas.

Ingliz tilini qanchalik yaxshi bilishning ham darajalari mavjud. Bu xalqaro IELTS (International English Language Testing System) deb ataladigan sertifikatdir. Bu tizim imtihon asosida shaxsning ingliz tilini qay darajada o’rganganligini aniqlaydi.

Ingliz tilini o’rgatishda o’rganuvchilarni yoshlari bo’yicha ikki guruhga bo’lib o’rgatish maqsadga muvofiq. Bular:

1. Kichik yoshdagilar.
2. O’rta va undan katta yoshdagilar.

Kichik yoshdagi bolalar masalan (1–sinfdan 5–sinfgacha bo’lganlar) maktabga endi kelgan boshlang’ich sinfdagilar hali harf tanimaydigan bu bolalar bilan ishlash o’rgatuvchiga qiyin bo’lishi mumkin, lekin ularga ingliz tilini turli xildagi kommunikatsioan vositalar yordamida o’rgatish anchagina qiziqarli kechadi. Ularga turli xil, rang–barang o’yinlar tasvirida ingliz tilida multfilmlar ko’rsatib tilni oson o’rgatish va fanga qiziqtirish mumkin. Bunda ham albatta axborot texnologiyalaridan foydalanish samarali natija beradi. Bunday yoshdagi bolalarda zamonaviy telefonlarga qiziqish kuchli bo’ladi. Telefon yoki planshetdagi maxsus oldindan tayyorlangan o’yinlarining ahamiyati kattadir. Bu o’yinlar bolalardagi so’z boyligini oshiradi va chet tillarda ravon gapirishi uchun sharoit yaratadi.

O’rta yoshdagi o’rganuvchilar (o’smirlar va undan kattalar) – bunday yoshdagilarga o’rgatish osonroq kechadi. Chunki maktabda olgan bilimlari ularga poydevor vazifasini bajaradi. Endi ularga ingliz tilining qiyinroq bosqichlari: A1, A2, B1, B2, C1, C2 ni boshlasa bo’ladi. Dars soatlarini ham uzaytirish mumkin. Darslar davomida turli xil prezentatsiya, slaydlar va videodarsliklardan foydalangan ma’qul. Bundan tashqari kompyuterda turli kinofilmlar, tokshou va teledasturlarni subtitri bilan tomosha qilishlari natijasida o’quvchilarning talaffuzlari va eshitishlari yaxshilanadi.

Darslar davomida o’quvchilardan sinov testlari olinib turilishi ham maqsadga muvofiq bo’ladi. Testlar to’rt xil yo’nalishda va o’quvchilar o’zlashtirgan mavzular asosida olinadi. Bular:

1. “Speaking” – ya’ni o’quvchining ravon gapirishi ovoz yozib oluvchi qurilmalarga yozib olinadi va talaffuzi tekshiriladi.

2. “Reading” – bunda o’quvchining o’qish sifati tekshiriladi.

3. “Listening” – bunda o’quvchining inglizcha ovozli yozuvlarni to’g’ri eshitishi tekshiriladi.

4. “Grammatik test” – bunda o’quvchining o’zlashtirgan haqiqiy bilimi sinaladi. Bu testlar axborot texnologiyalar yordamida onlayn tarzda olinadi.

Xulosa qilib aytganda ingliz tilini o’rganishda axborot texnologiyalarining ahamiyati yuksakdir. Turli xil dasturiy lug’at kitoblar, o’yinlar, telefonlar undagi dasturiy mahsulotlar, fluentu.com, duolingo.com, busuu.com singari til o’rgatuvchi onlayn va interaktiv vebsaytlar chet tillarini samarali o’rgatishda muhim vositalar hisoblanadi. O’qituvchilar pedagogik mahoratlarini texnologiya bilan samarali uyg’unlashtirishlari muvaffaqiyatli til o’rganish faoliyatini yaratish uchun hal qiluvchi ahamiyatga egadir.

Foydalanilgan adabiyotlar:

1. O’zbekiston Respublikasi Prezidentining 1875 sonli “Chet tillarini o’rganish tizimini yanada takomillashtirish chora–tadbirlarin to’g’risidagi” qarori, Xalq So’zi. 2012.

2. Aripov H., Axborot Texnologiyalari. – Toshkent, 2008.

3. http://refarat.uz sayti va boshqa qo’shimcha manbalar.

XORIJIY TILLARNI O`RGANISHDA AXBOROT–KOMMUNIKATSIYA TEXNOLOGIYALARI(AKT)NING O`RNI

Jo`raboyeva D.A., *Muhammad Al–Xorazmiy nomidagi TATU talabasi*

Abstract. *This article discusses the role of ICT in deep, simple and fast learning of foreign languages.*

O`zbekiston – jadal suratlar bilan rivojlanib borayotgan kelajagi buyuk davlatdir. Yurtimiz tinchligi, xalqimiz farovonligi va osoyishtaligi, uning rivolanishi o`sib–ulg`ayib kelayotgan yorug` kelajagimiz posbonlari qo`lidadir. Ularni yetuk inson etib tarbiyalash, ya`nikim nafaqat o`zbek xalqining madaniyati, tili, dini, boy tarixi, madaniy meroslarini balki, xorijiy mamlakatlarning iqtisodiy va siyosiy hayotini o`rgatish, keng axborot–kommunikatsiya texnologiyalaridan foydalangan holda dunyoviy bilimlarini oshirish, bugungi kundagi muhim vazifalardan biridir.

Hozirgi davrda barcha ilmiy va siyosiy konferensiyalar, xalqaro iqtisodiy shartnomalar dunyo tili hisoblanmish ingliz tilida olib borilishi hech kimga sir emas. Shunday ekan yosh avlodga bu tilni mukammal o`rgatishda yangicha uslubdagi oson va samarali usullarini yaratish va tadqiq etish har bir pedagogning oldiga qo`ygan maqsadlaridan biridir.

Texnologiyalar asrida yaratilayotgan axborot – kommunikatsiya texnika va texnologiyalari har bir sohaga ko`zlangan maqsadga erishish jarayonini tez va osonlashtirishga xizmat qilmoqda. Ularning xorijiy tillarni o`rganishdagi o`rni ham beqiyosdir. Misol tariqasida quyidagilarni keltirishimiz mumkin:

- Ingliz tilidagi turli elektron kitoblar
- So`zlashgichlar
- Lug`atlar
- Audio va video darsliklar
- Onlayn testlar
- Videokonferensiyalar
- Qo`llanma shaklidagi dasturlar
- Qiziqarli o`yin dasturlari va h.z

Endi ushbu vositalarni o`quv jarayonida qay tartibda foydalanish mumkinligiga e`tiborimizni qaratsak: Ingliz tilini o`rganishda beshta asosiy yo`nalish mavjud.

1. Ingliz tili grammatikasini chuqur o`rganish. Bunda til grammatika qoidalarini mukammal o`rganishda shunga asoslangan qo`llanma shaklidagi ilovalar(Basic English for Beginners, Learn English Sentence Master, Gem Learn English dasturlari orqali)dan, onlayn testlardan foydalanish mumkin. O`rganishning keng tarqalgan turlaridan biri bu rasm orqali o`rganishdir. Chunki insonda o`qib eslab qolishdan ko`ra, ko`rib yodida saqlash osonroq.

2. Ingliz tilidagi matnlarni eshitib, tushunish va unda berilgan ma`lumotlar asosida test ko`nikmalarini o`quvchida shakllantirish(Listening). Ushbu yo`nalishda lingafon xonalarida mavjud audio va video qurilmalaridan foydalangan holda dars jarayonini tashkillashtirish (“Professor Xiggins. Ingliz tilida to`g`ri talaffuz”, “English Platinum”, “Bridge to English”, “Window on Britain” va h.z) maqsadga muvofiqdir. Hozirda har bir soha terminlarini o`z ichiga olgan “Eshitib – tushunish” ni shakllantiruvchi mashqlardan iborat elektron darsliklar, zamonaviy qurilmalardan foydalanishga asoslangan holda chop etilishi ham AKT ning xorijiy tillarni o`rganishda muhim vosita ekani isbotidir.

3. Ingliz tiliga to`gri talaffuzni shakllantirish.(Speaking) Avvallari dars jarayonida o`qituvchi bilan faqat belgilangan vaqt mobaynida ingliz tili gaplashish mumkin bo`lgan bo`lsa, hozirgi kunda buning uchun o`quvchining bo`sh vaqti bo`lishining o`zi yetarli. Mobil aloqa vositalari ilovalaridan (“English Speaking Practice”, “Google Allo”, “Improve English Speaking”) bo`lgan dasturlar bizga ushbu imkoniyatni taqdim etadi. Texnologiyalar yangilanib borishi natijasida til o`rgatishning yangi usullarini yaratish mumkin. Bugungi kunda o`quv jarayonida qo`llanilayotgan usullardan biri videofilm va to`g`ri talaffuzda gapirishni birgalikda shakllantirilishidir. Bu usul videofilmni ovoz va tasvirini ajtatishga asoslangan ya`ni film ma`lum bir qismining matni bilan ta`minlangan o`quvchi film davomida unga ajratilgan matndagi so`zlar talaffuzini yodida saqlab qolishga harakat qiladi(Film bir

necha marta takror namoyish etiladi). So`ngra o`quvchi ovozsiz holatdagi filmning o`ziga berilgan qismini mavjud matnni o`qigan holda to`ldiradi. Bu esa to`g`ri talaffuzni rivojlantiradi.

4. Ingliz tilida to`g`ri yozuvni shakllantirish. (Writing) AKT qurilmalari asosan ingliz tilini mustaqil o`rganishga imkon beradi. Ushbu yo`nalishda ingliz tilidagi so`zlar yozilishi, iboralarning qo`llanishilishi o`quvchiga o`rgatib boriladi. Quyidagi dasturlar orqali ingliz tilidagi so`zlarni to`g`ri yozishni, zarur qo`shimcha va predloglarni qo`llashni o`rganishimiz mumkin: "English Taking Dictation", "English Dictation", "English Dictation Test Game" va h.z. Bu dasturlarda harflari yoki qo`shimchalari tushirib qoldirilgan so`zlardan iborat matn keltirilgan bo`lib, matnni kerakli ma`lumotlat bilan to`ldirilgandan so`ng Tekshirish tugmasi bosiladi. Xatolar va to`g`ri javoblar o`sha vaqtning o`zida namoyon bo`ladi.

Ingliz tilini o`rganishda Internet tarmog`idagi ta`lim saytlaridan foydalanish ham qulay. Saytlarda berib boriladigan turli topshiriqlar, o`yinlar, elektron kitoblar, to`g`ridan – to`g`ri ingliz tilidagi muloqotlar o`quvchilar bilimini oshirishga xizmat qiladi. Ta`lim saytlariga quyidagilarni misol qilishimiz mumkin:

http://www.dasturim.uz
http://www.ingliz–tili.uz
http://www.englishforkids.ru
http://www.learn–english.ru
http://www.homeenglish.ru
http://www.centercom.ru
http://www.ourkids.ru

Berilgan imkoniyatlardan to`g`ri foydalanib, xorijiy tillarni o`rganganimizda dunyo bilimlari xazinasi tomon yo`l ochilishi shubhasiz.

Foydalanilgan adabiyotlar:

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ЧЕТ ТИЛЛАРИНИ ЎРГАНИШДА АХБОРОТ ТЕХНОЛОГИЯЛАРИНИНГ ЎРНИ

Мажидова М.С., *ЎзДЖТУ роман–герман филологиясифакультети, немис тили назарияси ва амалиёти кафедраси катта ўқитувчиси*

Abstract. *This article is devoted to analyzing of actual ways to teach the young generation with the modern methods, using computer technologies during the lesson for getting high results during the academic years.*

Юртимиз таълим тизимида амалга оширилаётган ислоҳотлар натижасида бугунги кунда таълим сифати ва ўқувчиларнинг ўзлаштириш

самарадорлигида ижобий натижалар кўзга ташланмоқда. Зеро, ёшликда олган билим тошга ўйилган нақшдир, дейди доно халқимиз. Ёшларимизнинг халқаро фан олимпиадалари ва билимлар беллашувларида ғолибликни қўлга киритаётгани соҳа ривожи йўлида амалга оширилаётган ишларнинг тўғри йўлга қўйилганидан дарак беради. Айниқса, болаларга чет тилларини янада чуқурроқ ўргатиш бугунги кунда замон талабига айланди.

Бугунги кунда хорижий тилни билиш муҳим аҳамият касб этгани боис чет тили ўқитиш тизимини ҳам ислоҳ этиш, дарс жараёнларида замонавий педагогик ва ахборот–коммуникация технологияларидан фойдаланган ҳолда, ўқитишнинг илғор усулларини қўллаш таълимдаги долзарб масалалардан бирига айланди.

Зеро, Президентимизнинг 2012 йил 10 декабрда эълон қилинган “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора–тадбирлари тўғрисида”ги Қарори чет тили таълимини ривожлантириш, ўсиб келаётган ёш авлодни замон талабларига мос етук мутахассис этиб тайёрлаш каби эзгу мақсадларга йўналтирилганлиги билан алоҳида аҳамият касб этади. [2]

Юртбошимизнинг «Юксак маънавият — енгилмас куч» асарида таъкидланганидек: «Агар Ўзбекистонимизни дунёга тараннум этмоқчи, унинг қадимий тарихи ва ёруғ келажагини улуғламоқчи, уни авлодлар хотирасида боқий сақламоқчи бўлсак, авваламбор бўлажак буюк ёзувчиларни, буюк шоирларни, буюк ижодкорларни тарбиялашимиз керак». [1]

Мутахассислар тайёрлаш жараёнларида таълим тизими устуворлигини, жумладан, чет тиллар ўқитиш янги–янги технология–механизмларини жорий қилишни таъминлаш муҳим аҳамият касб этади. Маълумки, тафаккурнинг ифодаси, халқлар ўртасидаги алоқа, маънавий ва бошқа мулоқотлар тил орқали намоён бўлади.

Ахборот технологияларининг таълим тизимида ўз аксини топиши чет тили ўқитиш савиясини ўстиради. Чет тилида, жумладан, инглиз тилида мутоала қилиш малакаларини шакллантиришга ёрдам беради. 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 кўламда 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.

Чет тилида муносабатлар шартлари нутқ, қўшимча касбий матнлар ўрганишнинг кўплаб турларини билиш давр талаби эканлигини кўрсатиб беради. Бошқа тиллар моҳиятини камситмаган ҳолда, айниқса, инглиз тилида мулоқот қилишда, нутқини тушуниш мутолаа қилиш ва ёзиш, нутқий

фаолият амалиётида, ихтисослик, мутахассислиги бўйича кенг тармоқли ва касбий адабиётларни ўқишда уларга тушунтириш аннотациялар, тезислар, шунингдек, ёзма ахборот алмашиш жараёнларида ахборот–коммуникация технологияларининг аҳамияти яққол намоён бўлади ва аниқланади. Методист олимларимиз, таъкидлаганларидек, талабалар матн мазмунини образга кириб ифодалаш, матнда акс этган воқеликни, унда иштирок этаётган персонажлар фикрини баёнидан бошқа, ўз фикр–мулоҳазаларини ҳам суҳбат мавзусига қўшимча тариқасида баён этиши, ўқувчини луғат бойлигини ортишига инглиз тилида тўғри фикрлашга ёрдам беради. Бундай услубдан ўқув жараёнида тўғри фойдаланилса, ўзлаштириш бўйича ҳам, ўқитиш муддатлари бўйича ҳам, инглиз тилини мукаммал ўрганишда ҳам ижобий натижаларга эришишга имкон яратилади.

Таълим муассасаларида инглиз тили дарсларида нутқни ривожлантириш учун компьютер техника воситалари, магнит дискларидан фойдаланган ҳолда, турли дастурлар асосида ахборотни, матн мазмунини қабул қилиш осонлашади. Қўшимча матн моҳиятидан келиб чиқиб, компьютер воситасида таълимий тил ўрганиш бўйича турли ўйин шаклида яратилган дастурлар воситасида тузилган композицияни ёзиб кўрсатиш ёки сўзлаб бериш таклиф этилиши, ёки олдиндан ажратиб олинган расмлар ёрдамида маълум вазиятни яратиш сўнгра ўша композицияни сўзлаб бериш кабилардан фойдаланиш муҳим аҳамият касб этади.

Инглиз тилига ўқитишда янги ғоялар, технологиялардан фойдаланилгандагина ривожланишга, тараққиётга эришиш мумкин бўлади. Машғулотлар жараёнида уларга амал қилинса, яхши самара бериши шубҳасиздир. Қўшимча матн ўқитиш технологиясидан фойдаланишдан мақсад, таълим олишда энг умумий ғоялар билан ўқувчиларни таништиришдан иборатдир. Бу технология шахсга йўналтирилган ёндашувни акс эттиради, ҳар бир ўқувчининг билим, малака ва кўникмаларни эгаллашларигина эмас, балки унинг ривожланиш индивидуал хусусиятларини ҳисобга олгандагина унумли, ижобий натижаларга эришиш мумкиндир.

Қўшимча матн ўқитишда махсус хоналарда дарс олиб бориш, ҳақиқатда самарали бўлиши учун дарсда лингофон қурилмасидан фойдаланиб, ўқувчиларнинг мустақил ишлашларига шароит яратиш керак бўлади. Сўнгги пайтларда дарсда бундай услубдан фойдаланишга эътибор кучаймоқда. Сўнгги илғор методикаларга таяниб, инглиз тили дарсларида ўқувчиларнинг мустақил ишлари деб уларнинг нутқий кўникмаларини шакллантириш ва такомиллаштириш, берилган топшириқ билан ўқув жараёни услублари маълум тартибда нутқий малакаларини ривожлантиришга оид мустақил ишларни тушунамиз.

Чет тилини янада мукаммал ўрганишда бир қатор янги технологиялар ишлаб чиқилганки, бу ҳам тил ўрганувчига қатор қулайликларни яратади. Шундай воситалардан бири — интерфаол электрон доскадир. Ушбу доскалар ижодкор ўқитувчилар учун дарсларни қизиқарли, ноанъанавий тарзда ташкил

этиш ҳамда ҳар қандай мураккабликдаги мавзуларни ўқувчиларга осон тушунтириш имконини беради. Ундаги кўплаб тасвирли ролик ва овозли файллар эса ўқувчиларга ўқиш, ёзиш, санашга оид кўникмаларини шакллантириш, нутқни соддаликдан мураккаблик сари ривожлантириб боришга кўмаклашади.

Бугунги кунда интерфаол электрон доскаларнинг бир қатор турлари мавжуд бўлиб, улар республикамиз мактабларида ташкил этилган тажриба–тадқиқот майдонларида муваффақиятли синовдан ўтган. Албатта, бу каби ўқув–техника воситаларини амалиётга кенг жорий этиш, биринчи галда, ўқитувчилардан маълум кўникма ва улардан самарали фойдаланишни талаб этади. Айтиш мумкинки, бугунги кунда тил ўрганувчилар учун интернет тармоғида ҳам бир қатор сайтлар мавжуд.

Шундай қилиб, чет тилини ўрганиш ҳозирги давр талаби экан, ўсиб келаётган ёш авлодга тил ўрганишнинг янги услубларини, «Кадрлар тайёрлаш миллий дастури»га асосланган ҳолда ишлаб чиқиб, ўқиш жараёнига тавсия этиш олимлар, мутахассислар олдида турган долзарб масалалардан ҳисобланади. Истеъдодли ёшларимизнинг ўз қизиққан соҳаларида етук мутахассислар бўлишлари учун, авваламбор чет тилини жумладан, инглиз тилини мукаммал билишлари зарур.

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ЧЕТ ТИЛЛАРИНИ ЎРГАТИШДА FUTRE LAB ONLINE ДАСТУРИНИНГ ИМКОНИЯТЛАРИ

Маллаев О.У., *Muhammad al–Xorazmiy nomidagi TATU katta o`qituvchisi*
Эркулов Қ.Т., *Muhammad al–Xorazmiy nomidagi TATU talabasi*

Abstract. *In order to cultivate a harmoniously developed generation, the tasks of training qualified personnel require the revision of all subjects taught in educational institutions, including the goals, content, structure and responsibilities of foreign subjects. The article is devoted to the main features of the online program FUTRE LAB, which teaches foreign languages.*

Фан–техника тараққиётининг ютуқларини фанлар мазмунига сингдириш, ўқитиш воситаларини такомиллаштириш, бозор муносабатларига ўтаётган давлат ва жамиятнинг кадрларга бўлган талаблари асосида таълим жараёнини такомиллаштириш, самарадорлигини оширишда ҳар бир ўқув предмети ўз хиссасини қўшиши керак [1].

Ушбу дастур ўсиб келаётган ёш авлодни чет тилларини ўзлаштиришда ўқув фани сифатида кенг имкониятларга эга. Чунки дастур телефон ва

планшетлар учун мўлжалланган бўлиб, ташқи қўриниши ёшларни ўзига жалб этадиган, ишлашга қулай ва ўқитувчи билан онлайн мулоқат қилиш имкониятлари мавжуд.

Дастурнинг асосий мақсади – ўқувчи ва ўқитувчи ўртасида онлайн мулоқатни ўрнатишдан иборат. Бу эса масофа муаммосини йўқотиб, яқинлик, самимийлик ҳисси фойдаланувчи кайфиятини кўтаради — бу ҳис ҳар бир инсон учун муҳим жиҳатдир. Ҳар бир фойдаланувчи билим сирларини янада чуқур эгаллаш мақсадида Интернет тармоғидаги электрон почта ёки Web–тизимдан фойдаланади[2]. Эҳтимол, йиллар ўтиб, кўпчилик малака ошириш учун тармоқ курсларини афзал билар. Дастур кредит тизимининг таълим шароитларида ҳам мустақил таълим учун катта имкониятларни беради, таълим муассасасида олинган билимларни мустаҳкамлаш ва тўлдиришга ёрдам беради. Ўқитувчилар аввалари оддий доскада дарс ўтишган бўлса, эндиликда дарслар дастурлаш технологияларидан фойдаланган ҳолда яратилган дастурий воситалар ёрдамида ташкил қилинмоқда [3]. Бундай дастурий воситалар жумласига FUTRE LAB online дастурини мисол бўлади.

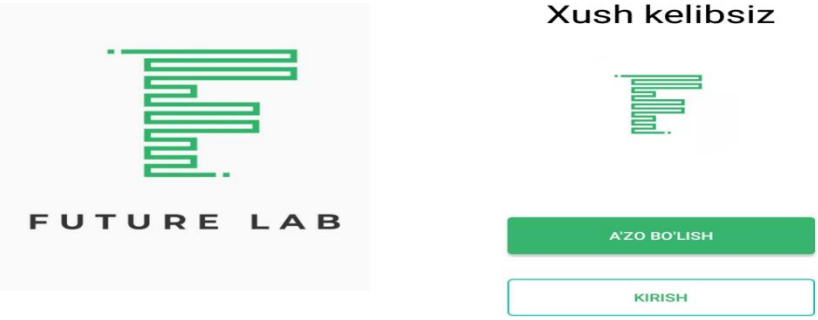
FUTRE LAB online дастури ақилли ва электрон доска ёрдамида ўқувчиларга ўқутувчиларни тайёрлаган электрон дарслардан фойдаланиш имкониятларини тақдим этади. Яъни дастурнинг ўқитувчи қисмида электрон доска мавжуд бўлиб, ўқитувчи шу доска ёрдамида ўз дарсини махорат билан ўтиб беради. Бунда унга фақатгина тинч жой бўлса етарли. Ўқувчи эса ўқитувчи яратган дарсини хохлаган вақти кўриши мумкин бўлади. Хозирги вақтда бу дастурга ўхшаш бир қанча дастурлар бор бўлиб, FUTRE LAB online дастурини улардан авфзаллик томони ўз юртимизга мослаштирилган ҳолда ишлаб чиқилган. Ҳаммага сир эмаски, юртимизда интернет тезлиги 10 баробор оширилишига қарамасдан, ундан фойдаланиш нархлари хавас қиладиган даражада эмас (юртимизни чекка қишлоқлари ҳақида гап кетмоқда). Масалн, оддий 20 дақиқали видео ҳажми эса 200 mb дан кам бўлмаслигини ҳаммамиз жуда яхши биламиз. Юртимизда ўртача интернет тезлиги билан бу ҳажмдаги видеони юклаб олиш учун бир қанча сармоя ажратишга тўғри келади. Бу муаммони **FUTRE LAB online** дастурида бартараф қилинди ва ҳозирда тест режимидан ўтказиляпди. Яратилган янги форматдаги “**Video Recorder**” да видео ҳажми ажабланарли равишда камайган яъни 20 дақиқали видео ҳажми 22 mb ни ташкил қилди. Видео сифати HD, мослашувчан (экран ўлчамлари катталашганда ҳам сифати ўзгармасдан сақланиб қолади). Бу юртимиздаги малакали ўқитувчиларнинг билимларини юртимизнинг кўплаб чекка – чекка худудларидаги ўқувчиларга онлайн таризда тақдим қилиш имкониятини беради.

Дастурнинг кўриниши ва архитектураси:

Дастур 2 та қисмдан ташкил ропган бўлиб, улар:

1. Ўқитувчи;
2. Ўқувчи.

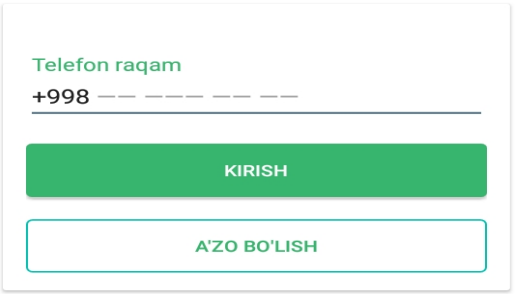
Биз ҳозир дастурнинг 1 – қисми билан танишамиз.



1– расм. Дастурнинг логотипи ва унга кириш ойнаси.

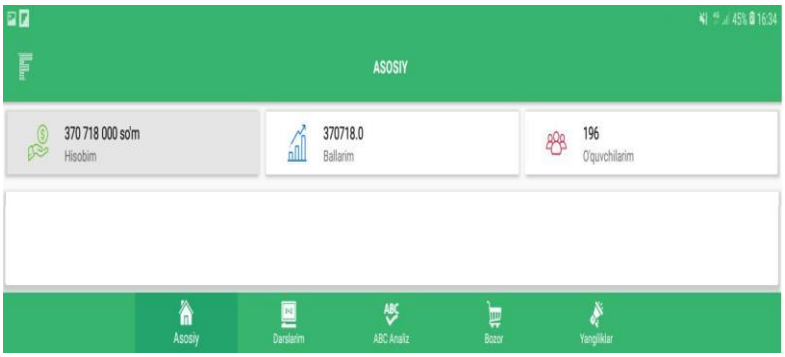
Бу ерда 2 та тугма мавжуд. “**A’ZO BO’LISH**” тугмасининг вазифаси – берилган майдонларни ўзингиз ҳақидаги маълумотлар билан тўлдирган ҳолда, дастурнинг маълумотлар омборига рўйхатдан ўтиш ва ундан фойдаланиш ҳуқуқига эга бўлишдир.

“**KIRISH**” тугмаси ёрдамида дастурга кириш мукин, агар аввал дастурдан рўйхатдан ўтилган бўлса. Яъни аввал рўйхатдан ўтган телефон рақами орқали дастурга кириш мумкин бўлади.



2– расм. Телефон рақами билан кириш ойнаси.

Дастурга кирганингиздан сўнг “Асосий” ойна очилади.



2– расм. Дастурнинг асосий ойнаси.

Ушбу ойнада 3 та менюлар мавжуд. Улар “**Hisobim**”, “**Ballarim**” ва “**O’quvchilarim**”.

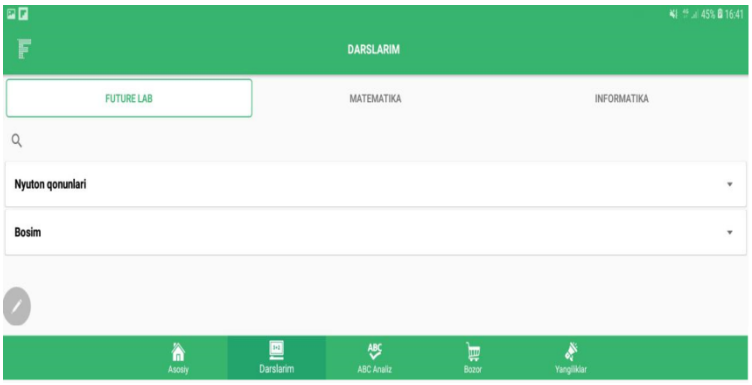
“**Hisobim**” менюсида ўқитувчининг телефон рақамнинг ҳисоби ҳақидаги маълумот берилади;

“**Ballarim**” менюсида ўқитувчининг дарс берадиган фанларидан, ўз ҳамкасблари ҳақида маълумот олиши мумкин. Бу менюда ўқитувчи

тўпланган баллар – унинг электрон дарсликларидан ўқувчиларни фойдаланганлик меёрлари асосида шакилланади.

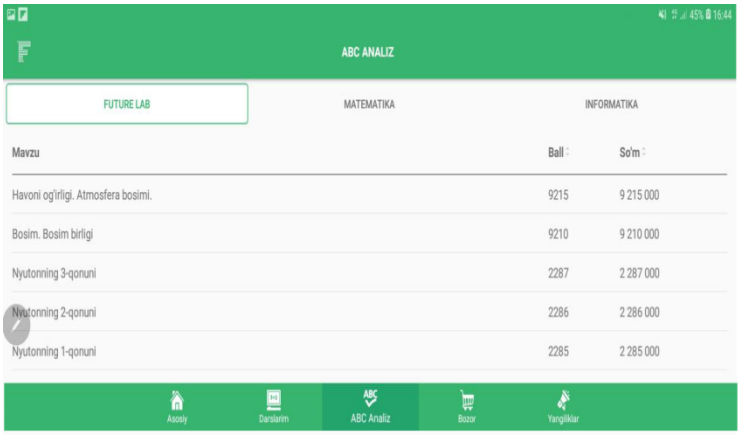
“**O’quvchilarim**” менюсида эса ўқитувчининг тайёрлаган электрон дарсларини кўриб бораётган ўқувчилари рўйхати ва умумий сони онлайн кўриниб туради.

“**Darslarim**” ойнасида ўқитувчи мутахасислиги бўйич дарс берадиган фан мавзулари рўйхати шакиллантирилган бўлиб, ўқитувчи мавзулар кетма–кетлиги бўйича дарс бериш имкониятига эга бўлади. Унинг кўриниши 3–расмда келтирилган.



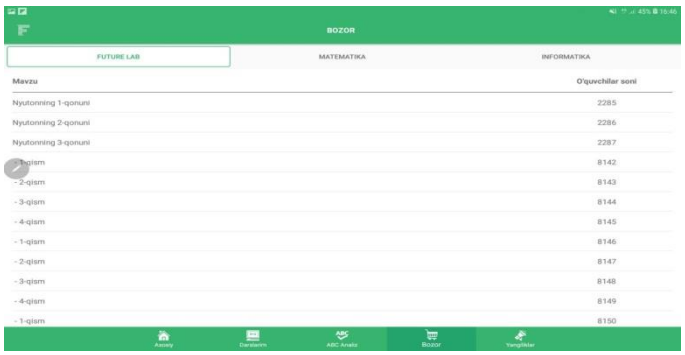
*3– расм. Дастурнинг “**Darslarim**” ойнаси.*

“**ABS Analiz**” бу ойнада ўқитувчи қайси мавзудан, қанча пул топаётганини кўриб туриши мумкин бўлади.



*4– расм. Дастурнинг “**ABS Analiz**” ойнаси.*

“**Bozor**” ойнасида ўқитувчининг яхши ўта олмаган дарслари рўйхатини кўриши мумкин бўлади.



*5– расм. Дастурнинг "**Bozor**" ойнаси.*

"**Yangiliklar**" ойнасида ўқитувчиларга керак бўладиган, таълим сохасидаги янгиликлар кўриниб туради. Дастурниг яна кўплаб имкониятлари бўлиб, улар устида ҳозирда иш олиб борилмоқда.

Хулоса ўрнида шуни айти мумкинки, дастурий восита электрон дарсликдан фойдаланиш ҳолатига боғлиқ. Бу эса янги ахборот технологияларининг дидактик хоссалари – тасвир, овоз, графикани реал вақтда узатиш имкони ва талабаларга ўқув мақсадлари учун кўрсатиш имконини ўз ичига олади. Бу хоссалар ўқитишнинг анъанавий шаклида тузилган маъруза, семинар ва назорат тадбирларини ўқув жараёнида тўла ҳолича қўллаш имконини беради. **FUTRE LAB online** дастури ёрдамида Чет тилларини ўрганиш ва ўрганиш бўйича сифатли, арзон ва интерактив дарсликларни мамлакатимиз бўйлаб онлайн тақдим қилиш мумкин.

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XORIJIY TILLARNI O`RGANISH JARAYONIDA AXBOROT KOMMUNIKATSIYA TEXNOLOGIYALARI (AKT)ning O`RNI

Mavlonova M.D., *Muhammad al–Xorazmiy nomidagi TATU katta o`qituvchisi*
Aktamova D.V., *Muhammad Al–Xorazmiy nomidagi TATU talabasi*

Abstract. *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 are given in this article.*

XXI asr– yuksak texnologiyalar asri bo`lib, hozirgi kunda axborot kommunikatsiya texnologiyalarining jadal rivojlanishi bilan uning imkoniyatlaridan foydalanib, ta`lim jarayoniga yangicha yondashish va uni tashkil etishga alohida e`tabor qaratilmoqda. Hozirgi kunda zamonaviy yoshlarimiz nafaqat davr ruhiga monand balki elektron olamdagi taraqqiyotga muvofiq qadam tashlamoqdalar. Shu boisdan ham yosh avlodga ta`lim berish o`qituvchilardan yuksak ma'suliyat talab etmoqda.

O`zbekiston Respulikasi birinchi Prezidenti I.A.Karimovning 2012–yil 10–dekabirdagi "Chet tillarini o`rganish tizimining yanada takomillashtirish chora–tadbirlari to`g`risida"gi Qarorida "Zamonaviy pedagog axborot–kommunikatsiya texnologiyalaridan foydalangan holda o`qitishning ilg`or uslublarini joriy etish yo`li bilan, o`sib borayotgan yosh avlodni chet tillariga o`qitish, shu tillarda erkin so`zlashaoladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon taraqqiyoti hamda dunyo axborot resurslaridan keng ko`lamda foydalanishlari, xalqaro hamkorlik va muloqatni rivojlantirishlari uchun shart–sharoit va imkoniyatlar yaratish" ishlari va buning uchun bir qator muhim vazifalarni amalga oshirish zarurligi ko`rsatilgan. Mazkur hujjatga asosan 2013–2014 o`quv yillaridan boshlab umumiy o`rta ta`lim maktablarining birinchi sinflaridan AKT vositalaridan foydalangan holda avval o`yin tarzida o`tkazildi, bugungi kunga kelib esa asosiy ta`lim fani sifatida o`qitilmoqda. Jahon maydonida yurt sha`nini munosib himoya qilishi uchun yoshlarimiz, avvalo o`zining xorijiy tengdoshlari bilan raqobatlasha olishi lozim. Bugun esa raqobat chet tillari, xususan, xalqaro biznes tili bo`lgan "Ingliz tili"da olib borilmoqda.

Yuqoridagi qarorga uzviy bog`liq ravishda "Ta`lim muassasalarida chet tillarini o`qitishning sifatini yanada takomillashtirish chora–tadbirlari to`g`risida"gi O`zbekiston Respublikasi Vazirlar Mahkamasi "O`zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi Davlat test markazi, Xalq ta`lim vazirligi, O`rta maxsus ta`lim vazirligi, O`rta maxsus kasb–hunar ta`limi markaziga: 2017–2018 o`quv yillaridan boshlab uzluksiz ta`lim tizimining barcha bosqichlarida chet tilini o`zlashtirish darajasini davlat ta`lim standartlarida belgilangan "Tinglab" (Listening), "O`qish" (Reading), "Yozish" (Writing), "Gapirish" (Speaking) ko`nikmalari asosida baholab berish mexanizmini ishlab chiqib, amaliyotga joriy etish" to`g`risida qaror qabol qildi.

Bunday ta`lim tizimini AKT vositalaridan foydalanmasdan amalga oshiraolmaymiz. AKT vositalarini qo`llash imkoniyatlari ko`lamini kengaytirib, texnik vositalar o`quv jarayonining ajralmas qismiga aylantiraolsakgina bunday ta`lim tizimini joriy etaolamiz. Buning uchun birinchi navbatda o`qituvchining o`zi AKT qurulmalaridan professional darajada foydalanaoladign bo`lishi kerak. Bunday darajada pedagog bo`lish uchun har bir chet tili o`qituvchisi zamonaviy texnologiyalar sohasi bo`yicha o`z ustida ko`proq ishlashi zarur.

O`zbekiston Respublikasi birinchi Prezidenti I.A.Karimovning "Yuksak ma`naviyat –yengilmas kuch" nomli asarlarida takidlashganlaridek: "Agar O`zbekistonimizni dunyoga tarannum etmoqchi, uning qadimiy tarixi va yorug` kelajagini ulug`lamoqchi, uni avlodlar xotirasida boqiy saqlamoqchi bo`lsak avvalambor bo`lajak buyuk yozuvchilarni, buyuk shoirlarni buyuk ijodkorlarni tarbiyalashimiz kerak" Shunday qilib ilmni zamon rivojlanishiga hamnafas ravishda o`rgatish va o`rganish bugungi zamon talabi ekan, buni AKT vositalarisiz tasavvur qila olmaymiz. Bugungi kunda ko`plab chet tili o`qituvchilari o`zlarining ta`lim dasturlarida "office" dasturlari jumldan:

"Word" va "Excel" dasturlari bilan turli hil jadvallar yordamida mavzular yaratishmoqda, "Power Point" dasturi yordamida esa yaratilgan mavzularni O`zbekiston Vazirlar Mahkamasi qaroriga asosan: tinglash, o`qish, gapirish hamda yozishni shakillantirish maqsadida ovozli, rasmli va video ko`rinishlarini ko`rsatib berish orqali o`quvchilarni mavzuga yanada jalb qilmoqdalar. Buning natijasida darslarning samaradorligi sifati oshmoqda va o`quvchilarni o`zlariga jalb etib auditoriyada ko'zlangan vaziyatni hosil qilishga erishmoqdalar.

Bundan tashqari yosh ota–onalarimiz ham farzandlarini yoshligidan chet tillariga (asosan ingliz tili)ga qiziqtirish maqsadida o`z smartfonlariga turli hil maxsus o`yin programmalarini yuklabolishmoqda. Bunday o`yinlarni o`ynash davomida yosh bolalar ham hordiq chiqarish bilan bir qatorda chet tillaridagi o`ziga begona so`zlarni yod olishmoqdalar. Yuqoridagi o`yin programmalariga misol sifatida: "Animals for kids", "Fun English"kabi ko`plab dasturlarni keltirishimiz mumkin.

Men AKT sohasida ta`lim olayotgan bo'lajak mutaxasis sifatida yuqoridagi dasturlarni turli xillarini yongi imkoniyatlar (yani o`qitish jarayonida har bir mavzu oxirida har bir talabani o`zlashtirish darajasini baholashni amalga oshiradigan va boshqa turli qulayliklar qo`shib) yaratishimiz chet tillari mutaxasislariga yanada ko`plab qulayliklar yaratadi deb o`ylayman. Shu bilan birgalikda yosh bolajonlarimiz uchun turli xil o`yin programmalarini kunlik limitli (masalan bir kunda 1 soat davomida va shu soatni o`rtasida ham ma`lum tanafus yordamida ishlovchi, kechki soat 18:00 dan so`ng dastur ishlamaydigan) dasturlar yaratishimiz kerak deb o`ylayman. Chunki har bir foydali narsalarni foydaliligi bilan bir qatorda zararli tamonlari ham mavjud. Masalan smartfonlarda o`yin o`ynaydigan bolajonlarimiz ko`p o`yin o`ynash natijasida nurlanib turli hil hafli kasalliklar ortirib olishlari mumkin, nafaqat bolajonlarimiz balki ota–onalarimiz ham smartfon va boshqa bir qator AKT vositalarini uyquga yotishlaridan avval foydalanib nurlanish natijasida o`zlarining sog`liqlariga salbiy tasir ko'rsatishiga

(vazinlarini ortishiga, o`z asab tolalariga, soch to`kilishiga va boshqa kasaliklarga yo`liqishiga) sababchi bolishyabdi.

Buni oldini olish maqqsadida biz mutaxasislar har bir dasturlarni limitli va dasturlardan to`g`ri (tanafuslar bilan) foydalanish qonun–qoidalarini, aholini AKT vositalaridan to`g`ri foydalanishlari uchun maxsus video kurslarni qo`shib yaratishimiz kerak deb o`ylayman.

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МАСОФАВИЙ ТАЪЛИМ РИВОЖЛАНИШ БОСҚИЧЛАРИ

Мухитдинова М.Р., *ЎзДЖТУб, Инглиз тили ўқитиш методикаси № I кафедраси докторанти*

Abstract. *The article discusses the advantages of distance learning, its prospects and development history. It contains a detailed explanation of the models that are an important component of distance learning, as well as a historical analysis of the development of distance learning. In addition, the article stresses the importance of new ICT opportunities in the organization of distance learning.*

Олий таълим соҳасидаги ўқитиш усуллари замонавий ахборот воситалари билан бойитилиши натижасида таълим сифатининг янада ортиши кутилмоқда. Бу борада масофавий ўқитиш усули ўқитувчи (педагог) ва ўқувчилар учун ҳам қатор қулайликларга эгалиги билан алоҳида аҳамиятга эгадир. Хозирги кунга келиб масофавий таълимга билдирилган кўплаб ишончсизлик ўзини оқламади яъни, бу йўналиш кўплаб тўсиқларни енгиб ўтган ҳолда, таълим сохасида ўз ўрнини эгаллади десак муболаға бўлмайди. Юртимизда ҳозирда ривожланиш жараёнларидан бораётган масофавий таълим унчалик кенг тарқалмаган ва янги тушунчалардан бири бўлиб ҳисобланади. Бугунги кунга масофавий таълим технологиялари хам фаол қўлланилиб келинмоқда. Таълим муассасаларининг ўқув ва ахборот ресурсларини ўз ичига қамраб олган ZiyoNET таълим порталига уланганлиги ҳам масофадан туриб ўқитиш усулларини таълим тизимига кенг жорий этиш, ўқувчи–ёшларга ноанъанавий ах борот–коммуникация хизматларини кўрсатиш имконини яратмоқда. [6]

Кўплаб олимлар ушбу йўналишнинг ривожланиш жараёнини турли босқичларда тахлил қилишган. Шуни алоҳида таъкидлаш жоизки, масофавий ўқитиш ҳар қандай соҳада ҳам жаҳон таълим марказларининг услубий адабиётлари, замонавий ҳамда сўнгги ахборотларни олиш ва улардан жамлаб фойдаланиш имкониятларини беради. Сизнинг диққатингизни С. Г. Бондарева, Н. А. Завалконинг тадқиқотларига қаратиб

ўтмоқчиман. Улар масофавий таълимнинг ривожланиш даврини тўрт босқичга ажратганлар. [5]

- Биринчи босқич (XX асрнинг 40–50йиллари). Масофавий таълим пайдо бўлиши: умумий “аудиовизуал” тушунча асосида турли ахборот тақдим этувчи техник воситаларнинг пайдо бўлиши билан изоҳланади.
- Иккинчи босқич эса (XX асрнинг 50–60–йиллари). Масофавий таълимни шакллантириш: дастурлаштирилган ўқитиш ғоясининг такомиллашуви, “модул” умумий тушунчасини шакллантириш шунингдек, “Таълим пакетлари ” ёрдамида кенг кўламда таълимни тадбиқ этиш орқали, биринчи компютерларга асосланган глобал тармоқ ва Европа масофали таълим ташкилотининг пайдо бўлиши билан ёритиб ўтилади.
- Учинчи босқич (XX асрнинг 70–80–йиллари) масофавий таълимнинг ривожланиши: Интернетнинг пайдо бўлиши натижасида мактаб, колледж, университетларга турли компютерлар дастурларининг кириб келиши жараёнлари билан ўрганилади.
- Тўртинчи босқич XX асрнинг 90–йилларидан ва хозирги кунгача бўлган глобаллашаётган ва замонавий технологиялар асрини ўз ичига олиб Хозирги шароитда масофавий таълимни такомиллаштириш: таълим дастурлари учун турли дастурий махсулотларнинг сони ва сифатини ошириш; интерфаол видео, телеконференция, сунъий йўлдош телевидениями, турли мамлакатларнинг ягона ахборот ва таълим сохасидаги интеграциялашуви каби замонавий усуллаш, технологиялар тадқиқига бағишланади.

Ахборот технологияларининг кенг миқёсда жорий этилиши билан масофавий ўқитишни бир қатор ижтимоий аҳамиятга молик масалаларни ечишда ҳам жорий этиш мумкин. Таълим соҳасига бўлган фуқароларнинг эҳтиёжларини қондиришда қулайликлар яратиш билан республикамизнинг малакали мутахассисларга бўлган талаби ҳам қондирилади. Шунингдек, фуқароларнинг ижтимоий ва касбий фаолликларини оширишга эришиш мумкин. Хусусий тадбиркорлик билан машғул шахсларнинг жамият ҳаётидаги фаоллигини мустаҳкамлаб, уларнинг дунёқарашини бойитишга хизмат қилади. Бу эса олий таълим тизимида йиғилган илмий ютуқлар, мутахассис ходимлар ва уларнинг иштирокида юртимизнинг иқтисодий салоҳиятини мустаҳкамлашдек устувор режаларни амалга ошириш вазифасини қўймоқда.

Иккинчи энг муҳим тадқиқот эса масофавий таълим ривожланиш жараёнларини эса А.А. Андреев, [1. с.44–48] В.И.Солдаткин, [2.168 с. 3]. В.П.Тихомиров [7. с.164] каби олимлар ўз изланишлари натижасида уч босқичда кўриб чиққанлар. Яъни,

- Биринчидан, масофавий технологиялари ёрдамида сиртқи таълимнинг амалга оширилиши.
- Иккинчидан, масофавий таълимни кенг ёйилиши ва такомиллашиши босқичлари

•Учинчидан “очиқ турдаги” таълим муассасаларининг пайдо бўлиши ва тармоқ орқали таълим олиш имкониятидан фойдаланиш жараёнларини ўз ичига олади.

Бочков В.Е ва хамкасблари тадқиқоти эса юқоридаги номлари келтирилган олимлардан фарқи ўлароқ ўз ўқув қўлланмаларида масофавий таълим келиб чиқиш тарихини тўрт босқичда кўриб чиқишган. [4. с.405]

•I босқич– корреспондентлик ёки ёзишмалар орқали ўқитиш бўлса,

•II босқич–Совет иттифоқи давридаги кечки таълим тизими

•III этап– анаънавий масофавий таълим тизимини қамраб олса,

•IV этап– масофавий талимнинг постиндустриал модели жараёнларини ўз ичига олади.

Шу билан бир қаторда масофавий таълимнинг қандай афзалликлари бор деган аҳамиятли саволга жавоб берсак: Жумладан:

1.Ўқитишнинг ижодий муҳити. Мавжуд кўпгина услублар асосида ўқитувчи (педагог) илм толибларини ўқитади, ўқувчи– талабалар эса фақат берилган материални ўқийдилар. Таклиф қилинаётган масофавий ўқитиш асосида эса ўқувчи–талабаларнинг ўзлари компьютер ахборотлар банкидан керак бўлган маълумотларни қидириб топади ва ўзларининг тажрибалари ёрдамида бошқалар билан яхши мулоқотда бўлишини таъминлайди ҳамда ўз ўрнида меҳнат таълими олишини рағбатлантиради.

2. *Мустақил таълим олиш имкониятининг борлиги*. Масофавий ўқитиш асосида таълим бериш бошланғич, ўрта, олий ва малака ошириш босқичларини ўз ичига қамраб олади. Тайёргарлиги турли даражада бўлган инспекторлар ўзларининг шахсий дарс жадваллари асосида ишлашлари ва ўзининг даражасидаги ўқувчиларлар билан мулоқотда бўлиши мумкин.

3. Иш жойидаги катта ўзгаришлар. Масофавий ўқитиш асосида таълим бериш тури миллионлаб инсонларга, ҳаммадан ҳам ишлаб чиқаришдан ажралмаган ҳолда таълим олаётган ёшлар учун қулай шарт–шароитларни яратиб беради. Бундай услуб асосида ўқитиш кадрларни тайёрлашда муҳим ўрин тутади.

4. Ўқитиш ва таълим олишнинг янги ва унумли воситаси. Статистик маълумотлар шуни кўрсатадики, масофавий ўқитиш асосида таълим бериш, ишлаб чиқаришдан ажралган ҳолда ўқиш каби унумлидир. Бундан ташқари, масофавий ўқитиш асосида таълим олиш олий ўқув юрти томонидан қўйилган чегарадан ҳам четга чиқиб кетади. Бундай асосда таълим олаётган ўқувчи–талабаларнинг бошқалардан устунлиги уларни энг яхши, сифатли материаллар ва ўқитувчи (педагог)лар билан таъминлашдир. Таълим бериш ва бошқариш услубиётига асосланган ҳолда ўқитувчи (педагог) аудиторияда ўқитиш шартларидан холи бўлиши керак.

Биз эса юқоридаги фикрлардан ва бу йўналишда тадқиқот олиб борган, илмий кузатувлар олиб бораётган олимларнинг фикр ва изохларини умумлаштирган холда, масофавий таълимнинг ривожланиш жараёнини ушбу тўрт босқичда кўриб чиқишни мақсадга мувофиқ деб ўйлаймиз.

Биринчи босқич (XVIII асрдан 1960–йилларгача) –ушбу босқичда маълум бир восита: босма маълумотлар ва почта орқали ёки радио ва телевидения ёрдамида таълим бериб борилиши жараёнлари.

- Иккинчи босқич (1965–1980 йиллар) –ушбу босқичда маълумот узатишнинг янги кўринишлари аудио ва видео кассеталар, факс ва бошқалар ёрдамида таълим берилганлиги.
- Учинчи босқич (1980–1995йиллар) –масофавий таълим ривожланишининг ушбу босқичи янги ахборот коммуникация технологияларининг (АКТ) пайдо бўлиши, глобал тармоқ ҳисобланувчи бутунжаҳон "ўргимчак тўри" яъни интернет технологиялари ва компютер воситаларидан фойдаланиш билан боғлиқ жараёнлар.
- Тўртинчи босқичда замонавий ахборот технологиялари тиғизлашган, тезкорлик ила инсоният ҳаётидан катта ўрин эгаллаб бораётган (1995–йилдан хозирги кунгача)ҳозирги давр. Бунда Олдинги авлод технологияларга қўшимча равишда, компютерларнинг янги имкониятлари ва юқори даражадаги телеузатиш мисол учун видео конференциялар ва вебинарлардир ва бошқа янги иновация асосида кундалик ҳаётимизга кириб келган ва келаётган янги технологияларни кўришимиз мумкин.

Мамлакатимизда соғлом ва баркамол авлодни тарбиялаш, ёшларнинг ўз ижодий ва интеллектуал салоҳиятини рўёбга чиқариш, мамлакатимиз йигит–қизларини XXI аср талабларига тўлиқ жавоб берадиган ҳар томонлама ривожланган шахслар этиб вояга етказиш учун зарур шарт–шароитлар ва имкониятларни яратиш бўйича кенг кўламли аниқ йўналтирилган чора–тадбирларни амалга ошириш давлатимиз сиёсатининг бугунги кун устувор йўналишларидан биридир. Юртимизда асофавий таълим секин–аста ривожланиб, унинг аҳамияти кундан–кунга ошиб бормоқда. Таълим тизимига бўлган эътибор туфайли ёшларимиз замонавий технологиялардан фойдаланиб ўзларига керакли билимларни олмоқдалар. Республикамизда масофавий таълимни ташкил этиш борасида изчил ислоҳотлар амалга оширилмоқда. Масофавий таълимнинг ҳуқуқий ва меъёрий асосларини яратиш мақсадида Ўзбекистон Республикаси Вазирлар Маҳкамасининг қатор қарорлари, жумладан "Ахборотлаштириш тўғрисида"ги қонун, "Компьютерлаштиришни янада ривожлантириш ва ахборот–коммуникация технологияларини жорий этиш тўғрисида"ги Фармони, Вазирлар маҳкамасининг "Компьютерлаштиришни янада ривожлантириш ва ахборот–коммуникация технологияларини жорий этиш чоратадбирлари тўғрисида"ги қарори қабул қилинган ва бу борада бир қатор меъёрий–ҳуқуқий ҳужжатлар. Қарорлар ва қонунлар фқабул қилиниб бугунги кунда амалиётга тадбиқ этилган.

2002–2005 йилларга келиб кўплаб алоқа воситалари Интернет (глобал) ва Интранет (махаллий) ахборот тизимлари такомиллашуви ва таълим жараёнида ахборот ва телекоммуникация технологияларидан фойдаланиш орқали таълим олиш самарадорлиги янада ошди.(6) Масофавий таълим яни электрон таълимнинг (e–learning) долзарблиги хам кундан кунга ошиб борди

ва кўплаб илмий нашрларда етакчилик қилиб келди. 1999 йилда Лос–Анджелесда бўлиб ўтган CBT Systems семинарда илк бор “электрон таълим” (e–learning) атамаси ишлатилган. Хозирги пайтда ривожланган давлатларнинг кўпида «e–Learning» атамаси ишлатилиб келинади.(8) Таҳлиллар билан биргаликда тадқиқотларни кузатсак, ҳозирги илмий тадқиқотларга кўра, бир қанча мутахассисслар масофавий ўқитиш тизимида моделлар яратиш устида бир қанча ишлар олиб бормоқда. Масалан, Э. С. Полат бошчилигидаги жамоа ўз монографиясида қуйидаги олтита моделни тақдим этган:

1. *Экстернат тури бўйича ўқитиш.*
2. *Университет масофавий таълим модели.*
3. *Бир неча олий таълим муассасалари ҳамкорлигида ўқитиш.*
4. *Иқтисослаштирилган таълим муассасаларида ўқитиш.*
5. *Автоном ўқитиш.*
6. *Мултимедиа дастурларига асосланган норасмий, интеграллашган ўқитиш.*

Бугунги кунда дунёдаги ривожланган мамлакатлар ушбу олти моделдан фойдаланмоқдалар. Ушбу моделлардан фойдаланишнинг қулайлиги, фойдали жиҳатлари эътиборни тортади. Демак масофавий таълим тараққиёт ва замон билан биргаликда ҳамоҳанг равишда қадам ташламоқда. Шубҳасиз бу тизимда ҳали бажарилиши лозим бўлган тадқиқотлар талайгина.

Масофавий таълимнинг моддий–техник базасини ривожлантириш мақсадида Ўзбекистон Республикаси олий ўқув юртлари моддий–техник базасини янада мустаҳкамлаш тўғрисида 2011–2016 йилларга мўлжалланган давлат дастури қабул қилинган ва дастур асосида бир қатор ишлар амалга оширилганлигининг самарали натижасини бугунги куннинг ўзи исботлаб турибди.

Таълим олувчиларнинг ўзлаштириш ва билим даражасиини назорат қилиш, таълим сифатини ошириш учун хозирда мамлакатимизда кўплаб лойихалар ўтказилиб келинмоқда. Замонавий ўқув лаборатория ускуналари ва мультимедиа воситалари билан жиҳозланмаган таълим муасасаси камдан кам топилади. Юқоридагилардан кўлиб чиқиб шуни алоҳида қайд этиш жоизки, ривожланиш даврида масофавий таълим технологияси бир неча босқичларни ташкил қилиб, хар бирининг усул ва воситалари замонавий масофавий таълимнинг турли хил шаклларида муваффақиятли амалга оширилди. Уларнинг ёндашув ва компонентлари ўзаро бир бирини тўлдириб келмоқда.

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ZAMONAVIY TA'LIM VA TIL O’RGANISHDA AKTning SAMARALI RO’LI VA AHAMIYATI

Samatov B., *Muhammad Al–Xorazmiy nomidagi TATU talabasi*

Musayeva F.M., *Muhammad al–Xorazmiy nomidagi TATU, Chet tillar kafedrasi katta o`qituvchisi*

Abstract. *The article deals with the problems of the invaluable role of ICT in the use of various teaching methods in English classes, it also focuses on modern information and communication technologies and effective foreign language learning with the help of ICT. The direction and the importance of the successful acquisition of the required language are given in this article.*

Zamon va davr xukmiga qarab ilm–fan, madaniyat va texnologiya ham o’zgarib boradi. Shuningdek bugungi kunda, texnologiyalar asrida yashar ekanmiz har qanday sohada Axborot Kommunikatsion Texnologiyalaridan foydalanishga ehtiyoj tug’uladi. AKT vositalari zamonamizda shiddat bilan rivojlanib kundan–kunga takomillashib kelmoqda. Bu texnologiyalar rivojlangani sari chet tillarini o’rganishga bo’lgan qiziqish ham tobora ortib bormoqda. Chet tillarini o’rganishda axborot kommunikatsiya texnologiyalaridan foydalangan tarzda yuqori darajada imkoniyatga ega bo’lish mumkin. XXI asrda zamonaviy innovatsion metodlar asosida, kommunikatsion texnologiyalardan fodalangan holda chet tillarini o’rganish va o’rgatishni davr talabi desak mubolag’a bo’lmaydi.

Ta’lim tizimiga axborot kommunikatsiya texnologiyalarini joriy qilishning muhim jihatlaridan biri bu ta’lim sifatini oshiribgina qolmay, yangi o’quv jarayonini interfaol usullarda qiziqarli tarzda o’tkazishga ko’makdosh bo’ladi. Zamonaviy ta’limni rivojlantirishda AKTning, xususan kompyuterning o’rni va xizmati yuqori darajada o’rin tutadi. Zamonaviy ta’limning samaradorligini oshirish maqsadida yurtimizdagi ta’lim muassasalari AKT ning eng so’ngi rusumdagi qurilmalar va jixozlar bilan davlatimiz tomonidan taminlanmoqda. Ushbu uskunalar va zamonaviy kompyuterlardan foydalanib, ular ustida turli xil amallarni bajarib kelayotgan yosh avlod albatta zukko bilim va ko’nikmaga ega bo’lib yetishadilar. AKT va ta’lim sifati haqida so’zlar ekanmiz, ushbu ikki jumla bugungi kunda ajralmas bir butunlikka erishdi deb bemalol ayta olamiz. Sababi, ta’lim jaroyonlarini kompyuterlarsiz, proyektor, internetsiz bir so’z bilan aytganda Axborot Kommunikatsion Texnologiyalarisiz tasavvur qilish mushkuldir.

O’zbekiston Respublikasining birinchi Prezidenti Islom Abdug’aniyevich Karimovning 2012 yil 13 dekabrdagi PQ 1875 –sonli qarori qabul qilingandan keyin yurtimizda chet tillarini o’rganishga, o’rgatishga bo’lgan yondashuv yanada ortdi.

Chet tili darslarida AKTga ijodiy yondoshish nafaqat o’quvchilarda o’qishga qiziqish, balki fanni o’rganishga motivatsiyasini oshirish uchun ham yordam beradi. Bunda o’quvchilarning kommunikativ qobiliyati shakllanadi, fikr almashinuv jarayoni takomillashadi. Shu boisdan ham darslarda kompyuterdan foydalanishning bir qancha afzallik tomonlari mavjud. Har qanday inson AKT lardan foydalanar ekan, chet tilini o’rganishga ehtiyoj sezadi, jumladan kompyuter qurilmasining imkoniyatlari va afzalliklariga to’xtaladigan bo’lsak:

1) Kompyuterning qurilmalari chet tilida nomlangan;
2) Kompyuterning boshqaruv operatsion sistemalari chet tillarida yaratilgan;
3) Dasturlash tillarini o’rganmoqchi bo’lgan insonga albatta ingliz tili juda zarur hisoblanadi. Chunki dasturlashdagi deyarli barcha kodlar chet tillarida asosan ingliz tilida ifodalanadi.

Bundan ko’rinib turibdiki, har qanday zamonaviy shaxs o’z hayotini bevosita kompyuter va turli xildagi qurilmalar bilan bog’liqligini his qilar ekan, ingliz tilini bilish zarurati va bu tilga bo’lgan ehtiyoj sezadi.

Til o’rganishning samarali yo’llaridan asosiylarining deyarli barchasi AKT texnologiyalari orqali amalga oshiriladi masalan:

- Internet orqali;

Bugungi kunda internet hayotimizning bir bo’lagiga aylanib ulgurdi desak mubolag’a bo’lmaydi. Chet tillarini o’rganishda samarali ko’makchi bo’lib xizmat qiluvchi bu virtual olamda biz chet tillarini o’rganish uchun deyarli barcha ma’lumotga ega bo’la olamiz. Samarali tomoni shundan iboratki, bizga kerakli bo’lgan ma’lumotni qidirishda vaqt sarflamaymiz, shunchaki birgina tugmacha bosilib, qisqa soniylar ichida istalgan ma’lumotga ega bo’lish mumkin.

- Magnitafon orqali;

Bu qurilma yordamida ovozli yozuvlar, musiqalar tinglab chet tilini o’rganishda, talaffuzni to’gri va jarangdor bolishiga erishish mumkin.

- Video uskunalar orqali.

Biz chet tilidagi kino yoki video lavhalarni ko'rib til o'rganish uchun o'zimizga mos muhitni yaratib olishimizga imkoniyat yaratadi.

Muxtasar qilib aytganda AKT sohasida chet tilining o'rni beqiyosdir. Globallashuv jarayonida hayotimizni AKT va internetsiz tasavvur qilish qiyin. Chet tilini o'rganish va o'qitish jarayonida ulardan unumli foydalanish mutaxasislarning ko'p yillik tajribalari asosida eng samarali usullardan deb tan olingan. Oddiy qilib olganda axborot kommunikatsion texnologiyalaridan qay birini olmaylik inglizcha terminlar asosida ishlaydi. Bu terminlarni tushunmay turib texnologiyaladan foydalanib bo'lmaydi. Buning uchun esa ingliz tilini bilishning ahamiyat juda katta. Bu esa o'z navbatida AKT dan unumli foydalanib, tilni tez va oson o'rganish usullari va imkoniyatlaridan foydalanish orqali maqsad sari intilishni taqozo etadi. Bundan tashqari, ta'kidlash joizki axborot kommunikatsion texnologiyalaridan foydalanib chet tilini o'rganish qulay va samarali usullardan biri hisoblanadi. AKT dan unumli foydalanish orqali dars mobaynida ortiqcha vaqtimiz tejaladi. Qisqa vaqtda ko'proq bilimga va sifatli samarador ta'lim tizimiga ega bo'lar ekanmiz, zamonaviy texnologiyalarni yanada ko'proq ta'limga qarata olishimiz zarur.

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ТИЛ ЎРГАНИШДА ТИЛ КОРПУСИНИНГ АҲАМИЯТИ

Шарипова А.А., *Муҳаммад ал-Хоразмий номидаги TATU, фил.ф.д. (PhD)*

Abstract. *This article discusses the importance foreign language learning. There is also an analysis of the corpus linguistics, the use of synonyms in the language.*

Корпус лингвистикаси – компьютер лингвистикасининг бир бўлими бўлиб, компютер технологиясидан фойдаланган холда тилшуносликнинг матн корпусларини яратиш ва фойдаланишнинг умумий тамойилларини ишлаб чиқади. [1]

Лингвистик корпус 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. [2]

Белгилаш ва қидирув интерфейси орқали махсус танланган тил базасининг электрон мажмуаси тил корпуси ҳақида тушунчани белгилайди.

Тил корпуси ҳақида сўз юритар эканмиз, албатта электрон кутубхона мавжуд, барча маълумотларни белгилаш ва қидирув интерфейси орқали бемалол олишимиз мумкин деган фикр пайдо бўлади. Тил корпусида матнлар асосан намуна матнлари сифатида қабул қилинади. Электрон кутубхонадаги матнлар эса, мақсадига кўра, тўғрироқ қилиб айтганда, асарга мос бўлган барча хусусиятлар билан ишлайди.

Матнларнинг лингвистик корпуси	**Электрон кутубхона**
матн парчалари	тўлиқ матнлар
тил белгилари	(мавжуд бўлса) библиографик, тарихий ва маданий маълумотлар элементлари
лингвостатистика	статистика мавжуд эмас
тилшунослик материалларини намоён қилиш	тўлиқ матнлар
тилшунослик ва тарихий–маданий мезонларга асосланган холда тилшунослик материалларини намоён қилиш	электрон кутубхона тузувчилари томонидан сараланадиган ва танланадиган матнлар

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. Тил корпуслари очиў ҳамда ёпиқ маълумолар базасига эга. Масалан: “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.

Стилистик синонимларнинг *нейтрал* қатламига мансуб “wonderful” сўзи ҳамда унинг *оғзаки* ва *адабий* қатламга мансуб синонимларини тил корпусида тахлил қилганда қуйидаги натижани кўришимиз мумкин. [3]

Лексема	BNC (сўзнинг фаоллиги)	Корпуснинг умумий лексик фондидан %	COCA (сўзнинг фаоллиги)	Корпуснинг умумий лексик фондидан %
awesome (оғзаки)	366	0, 00036	5561	0, 00104
wonderful (нейтрал)	4626	0,0046	33652	0,0063
marvelous (адабий)	6	0,000006	3331	0,00062

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. Масалан, “Corpus of Contemporary American English”да *wonderful* сўзи препозицияларининг фаоллик кўрсаткичи қуйидагича акс этган.

Wonderful сўзи препозицияларининг фаоллик кўрсаткичи

	Лексема	Сўзнинг фаоллик кўрсаткичи
	A	10718
	The	1772
	How	623
	So	613
	Most	556

Айнан шундай тартибда сўзнинг постпозицияси ҳақидаги маълумотларни топиш мумкин. Ушбу маълумотларнинг берилиши сўзнинг бирикмалар билан ишлатилиши ҳамда фаоллигини аниқлашда катта аҳамиятга эга.

Wonderful сўзи постпозицияларининг фаоллик кўрсаткичи

№	**Лексема**	**Сўзнинг фаоллик кўрсаткичи**
1	Thing	833
2	Time	488
3	people	349
4	place	310
5	Man	285

Хулоса қилиб айтганда, стилистик даражаланиш ҳамда стилистик синонимларни илмий ўрганишда, изоҳли луғатларни тузишда тил корпуси асқотади, таржима таҳлилини объектив ўтказиш имконини беради.

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CHET TILLARINI O'RGANISHDA AXBOROT TEXNOLOGIYALARINING O'RNI

Shirinboyeva M., *O'zDJTU talabasi*
Shukurova Z., *O'zDJTU katta o'qituvchisi*

Abstract. *This article discloses the prominence of innovative technologies in learning foreign languages as well as how significant its role and benefits in science in today's life. Moreover, there are given a number of personal opinions which belong to some scientists. Although, the article reveals the appropriate computer programs for the people who are considered as various language learning categories.*

Bugungi kunda hayotimizni axborot texnologiyalarisiz tasavvur qilib bo'lmaydi. Jamiyatning barcha sohalari, qo'yingki, rivojlanishning zamonaviy bosqichlarida ham bu tarmoqning roli va ahamiyati kundan kunga ortib borayotganligi buning yaqqol isbotidir. Kompyuterlar, umuman olganda, texnologiyalar allaqachon turmushimizning ajralmas qismiga aylanib ulgurdi.

Tarixga nazar tashlaydigan bo'lsak, dunyodagi dastlabki shaxsiy kompyuter 1974–yil MITS (Micro Instrumentation and Telemetry Systems) kompaniyasida yaratilgan. U "Altair 8800'' deb nom olgan. Biroq, hozirda siz–u bizning stolimiz ustida qulaygina joylashib olgan kompyuterlar tez orada shiddat bilan rivojlandi. Ularning turlari, imkoniyatlari, ishlash funksiyalari nihoyatda kengaydi. Yuksak texnologiyalar asri deb atalmish XXI asrda insoniyat shunday mo'jizalar yaratmoqdaki, ular endilikda biz uchun yangilik bo'lmay qoldi. Xususan, ilm–fan va ta'lim sohasida ham misli ko'rilmagan darajada katta o'zgarishlar, sezilarli yutuqlarga erishilmoqda. Har bir fanni yangi innovatsion texnologiyalardan foydalanib talabalarga yetkazib berish bugungi kundagi ta'limning asosiy talablaridan biri hisoblanadi. Bugungi zamonamiz o'qituvchilari endilikda an'anaviy dars metodlarini o'zgartirish kerakligi yaqqol namoyon bo'ldi. Buning eng yaxshi yo'li esa an'anaviy dars metodikasiga zamonaviy muqobil variantini qo'shishdir. Mustaqillikka erishganimizdan so'ng yurtimizda chet tillarini o'qitishda yangi davr, yangi bosqich boshlandi.

Chet tili darslarida AKT dan ijodiy foydalanish nafaqat o'quvchilarda o'qishga qiziqish, fanni o'rganishga motivatsiyasini oshirish va ba'zi o'quvchilar uchun zerikarli bo'lgan leksik–grammatik materialni yanada qiziqarli jarayonga aylantirishga yordam berishi, chet tilida o'zaro muloqot qilish o'quvchining kommunikativ qobiliyatini shakllantirishi bugungi zamon talabidir. Dotsent Zamira Abdujabborovaning fikriga ko'ra esa: «Chet tili darslarida AKT va xususan, Internetdan foydalanish orqali bir necha didaktik masalalarni hal qilish mumkin. Bulardan, talabalar bilimini tekshirishda turli xil online, ya'ni interaktiv rejimdagi testlar, offline testlar mavjud. Bu kabi testlarning o'quvchi uchun afzalligi obyektiv va tezkor javobidadir.

Qolaversa, Internet haqiqiy til muhitini his etishga yordam beradi va uning yordamida tilni o'rganishga ehtiyoj shakllanadi». Darsda zamonaviy

texnologiyalardan foydalanish uchun o’qituvchi nafaqat texnika bilan yaxshi ishlashni, balki shu narsani o’quvchilariga yetkazib berish malakasiga ham ega bo’lishi lozim. Darhaqiqat, kompyuterdan foydalanishning bir qancha afzallik tomonlari mavjud. Quyidagilar bunga misol bo’la oladi:

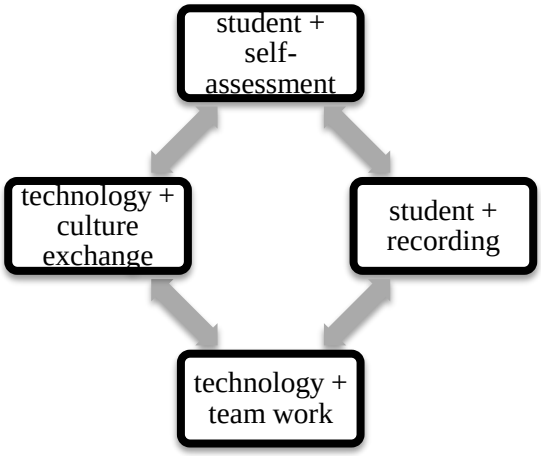
1. Kompyuter asosida ingliz tilini o’rganayotgan talabada tilning to’rtala ko’nikmasida ham (gapirish, tinglab tushunish, o’qish, yozish) o’zining qobiliyatini sinovdan o’tkazib, ularni muntazam ravishda rivojlantirib borish imkoniyati mavjud bo’ladi.

2. Til o’rganayotgan o’quvchi “speaking” bo’limida kompyuter yordamida biron mavzu haqida gapirib, o’z nutqini yozib oladi va keyin haqiqiy inglizcha talaffuz bilan taqqoslaydi va bunda u o’z xatolarini bilib olish va uing ustida mustaqil ishlash imkoniyatiga ega bo’ladi.

3. Texnologiyalar bilan dars o’tishning yana bir foydali jihati shundaki, bu usul orqali darsda talabalarning darsga bo’lgan qiziqishi hamda e’tibori yanada kuchayadi. Ular turli xil o’yinlar jarayonida yanada faol bo’lib, o’zaro guruh bo’lib ishlashni o’rganadilar.

4. Qolaversa, bunday usul orqali til o’rganishda mamlakatlararo madaniy aloqalar ham rivojlanadi. Ya’ni boshqa davlat vakili bilan o’zaro ijtimoiy saytlar orqali suhbat qilish, forum, e–mail, turli messengerlar kabi kommunikativ vositalar bilan nafaqat til bo’yicha, balki madaniyatlarimiz haqida ham oz bo’lsada ma’lumotlar almashishinish mumkin.

Yuqoridagi to’rt imkoniyatni sxemada quyidagicha ifodalash mumkin:



1–sxema

Chet tillarini o’rganishda axborot texnologiyalaridan foydalanishning afzallik tomonlari bo’lishi bilan birga, bir nechta qiyinchilik jihatlari ham yo’q emas. Masalan, o’qituvchi dars jarayonining eng muhim joyiga kelganda internet tarmog’ining o’chib qolishi yoki sekin ishlashi, albatta, dars o’tish sifatiga ta’sir qiladi hamda talabalarning diqqati sussayadi. Yoki yana bir holatlardan biri, kompyuter bilan bog’liq texnik muammolar yuzaga kelganda, o’qituvchining muammoga yechim topolmasligi kabilardir. Bunda albatta o’qituvchining pedagogik mahorati qo’l kelib, vaziyatni qiyin holatdan olib chiqishi mumkin.

Shuningdek, chet tilini o’rganuvchilarni o’rganish darajasiga qarab turli kategoriyaga ajratish va ularga quyidagi kompyuter dasturlaridan foydalanishni tavsiya qilish mumkin:

1. Maktab yoshidagi o’quvchilar uchun kompyuterda til o’rganish uchun ko’proq Word va PowerPoint dasturlari muvofiq va qulaydir. Misol uchun, zamon mavzusini Wordda jadvallar ko’rinishida, PowerPointda esa turli rasmlar bilan slayd ko’rinishida tushuntirish o’quvchilarga qiziqarlidir. Shu bilan bir qatorda o’quvchilarga ham ushbu dasturlardan foydalanib uyga vazifalar tayyorlash vazifa qilib topshirilishi ularning tanqidiy fikrlash va ijodkorlik mahoratlarining shakllanishiga turtki bo’la oladi.

2. Oliy ta’lim muassasalaridagi talabalar uchun esa til o’rganish va o’rgatishda Adobe Spark, Powtoon, Ispring, Hot potatoes kabi dasturlar ancha samaralidir. Kompyuterning bu programmalari yordamida talabalar turli videolar tayyorlash, elektron kitoblar yaratish, kataloglar va krossvordlar tayyorlash imkoniyatiga egadirlar. Bular orqali ular o’z o’quv materiallarini mustaqil yarata oladigan mutaxassislar bo’lib yetishish imkoniga ega bo’ladi.

3. Bundan tashqari, oddiy til o’rganuvchilar ham til o’rganishda kompyuterda turli kinofilmlar, tokshou va teledasturlarni subtitiri bilan tomosha qilishlari natijasida talaffuzlari shakllanadi. Shuningdek, bu usul yordamida ular yangi so’zlar bilan lug’at boyligini ham oshirishadi. Bunda ularning gapirish va eshitish malakalari yaxshilanadi. Qolaversa, mustaqil til o’rganuvchilari uchun fluentu.com, duolingo.com, busuu.com singari turli til o’rgatuvchi onlayn vebsaytlar eng qulay vositalardan hisoblanadi.

O’zbekiston davlat jahon tillari universitetida yuqoridagilarni e’tiborga olgan holda, 2018–o’quv yilidan boshlab mavjud fanlar qatoriga “ICT (Information and Communication Technologies) in Foreign Language Learning” fanining qo’shilishi ham talabalar uchun juda katta yutuq bo’ldi desak yanglishmagan bo’lamiz. Bu fanning kiritilishidan ko’zlangan maqsad yurtimizda yaratilgan imkoniyatlarda erkin foydalanish uchun yoshlar zamonaviy axborot texnologiyalari vositalaridan bemalol foydalana olishlari kerakligi hamda kelajakda samarali va zamonaviy dars o’tish texnikasini bilishlari lozimligidir. Jumladan, talabalarning kelajakda o’z o’quvchilari uchun turli xil taqdimotlar, video darslar, ko’rgazmali qurollar yarata olishiga imkon beruvchi Adobe Spark, Powtoon, Ispring, Hotpotatoes kabi turli qiziqarli dasturlarning o’rgatilishi ham fanning eng muhim maqsadlaridan biridir.

Xulosa qilib aytganda, bugun chet tili o’qituvchilari go’yoki multimedia texnologiyalarining bir qismiga aylanib bormoqda. Ular talabalarni qiziqtirish va rivojlantirish uchun darsda kitob sifatida video, audio, qo’shiqlar, komyuter dasturlar hamda qiziqarli o’yinlar vositalaridan foydalanmoqda. Shuningdek, boshqa sohalarda ham axborot texnologiylarini qo’llay olish va ulardan unumli foydalanish o’sha soha rivojida eng muhim omillaridan biri hisoblanadi.

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CHET TILLARINI O`QITISHDA AXBOROT TEXNOLOGIYALARI INTEGRATSIYALASHUVINING USTUNLIKLARI

Qobilov U.E., *Muhammad al–Xorazmiy nomidagi TATU, AKT sohasida iqtisodiyot va menejment fakulteti talabasi*

Abstract. *Teaching foreign language on the basis of technologies provides a number of effective strategies in the learning process. The use of technology in teaching is a way to control language teaching. Increased educational processes with technology greatly improves the ability to study foreign languages. Therefore, the technology-supporting learning environment is a key factor in better enabling learners. This article explains how technology-based learning can help students to successfully learn a foreign language.*

Vaqt o`tishi bilan, axborot texnologiyalari rivojlanib, o`quv xonalarida texnologiyadan ko`proq foydalanilmoqda . Texnologiyalarga asoslangan ta'limning ta`lim sifatiga katta hissa qo'shishi mumkinligi turli ta'lim tajribalarida isbotlangani ham ma`lum. Texnologiya – bu o'qituvchilar va o'qituvchilarning ta'lim berishni osonlashtiruvchi vosita hisoblanadi va talabalar katta bundan foyda olishadi. Bugungi kunda til o'qituvchilari ulardan qanday foydalanishni o'rganishlari kerak va uni o'qitish qobiliyatiga qanday integratsiya qilishlari zarur. Kompyuterlar, smartfonlar, planshetlar va boshqalar chet tilini o'rganish uchun ajoyib vositalardir. Smartfon, kompyuter va hokazolardan foydalanish borgan sari ko'proq talabalar orasida keng tarqalganligini hisobga olsak; o'qituvchilar bugungi texnologiyalar bilan jihozlanishlari kerak. Smart doskalar talabalarni jalb qila oladi va uni rag'batlantirishda instrumental rol o'ynaydi.

Texnologiya metodikani tashkil qilmaydi, lekin o'qituvchilar uni to'ldirish uchun texnologiyadan foydalanadilar. Qanday qilib o'qituvchilar tilni o'qitishda texnologiyani birlashtira boshlaydilarmi? O'ylaymanki, oldin o'qituvchilar o'zlari ta`lim berish usullariga qarab texnologiyalarni unga moslashtirishni o'ylab ko'rishlari kerak ta'lim. Turli texnologik materiallar o'qituvchilarga turli imtiyozlarni taklif qiladi, chunki, kommunal texnologiyalar talabalar bilan doimo birga. O'qituvchilar o'zlarining ta'lim berish qobiliyatlariga qarab texnologiyalarni qo'llashlari mumkin. Albatta, o'qituvchilar darsni texnologiyadan foydalangan holda, o'quvchilarning mavjud bilimi va ehtiyojlarini hisobga olishlari kerak. Xulosa qilib aytganda, xorijiy tillarni o'qitishdagi texnologiyaning roli chet tili o'qitishda juda muhim ahamiyatga ega.

***Xorijiy tillarni o`qittish va o`rganishda texnologiyalning ahamiyati*.**

Dars jarayonida axborot texnologiyalarini ishlatish o`qituvchi va o`quvchilarga birdek foydalidir. Ulucning (2012) aytishicha " axborot texnologiyalari hayotimizning barcha qirralariga, jumladan, ta'lim–tarbiyaviy muhitga ta'siri katta" ekan. Bugungi kunda maktablarda, axborot texnologiyalari (IT) o'qitishni, mavzularni yanada qiziqarliroq va chuqurroq o`rganishni rag`batlantiruvchi kuchli vosita bo`lib xizmat qiladi. Odamlar bir–birlari bilan muloqot qilishlari uchun internet ham keng tarqalgani, so'nggi 10 yilda axborot texnologiyalari (internet, smartfonlar, kompyuterlar va h.k.) hayotning barcha jabhalarida ishlatilayotganini e`tiborga oladigan bo`lsak (masalan, media, xarid qilish, ta'lim, aloqa vositalari). “Ushbu yangilik xorijiy tillarni o`rgatish jarayoniga katta hissa qo'shdi. Mening tajribamda, texnologiya o'zaro hamkorlikning kengayishiga olib keldi, tilni ishlatish uchun yaxshiroq imkoniyatlar paydo bo`la boshladi" – deydi professor J. Cetto(2010, 121p).

Shubhasiz, texnologiyadan foydalanish ingliz tilini o'qitish va o'rganishga ijobiy ta'sir ko'rsatadi. Qanday qilib? Ingliz tilini o'qitish /o'rganishni takomillashtirish uchun texnologiya qo'llanilishi kerakmi? Kompyuter, internet, aqlli doskalar, mobil telefonlar, video o'yinlar, musiqa pleyerlari va boshqalar talabalarning e`tiborini tortish va motivatsiya berish uchun ishlatiladi. Yangi avlod (o'qituvchilar / talabalar) yangi texnologiyalarni qo`llashga ancha usta. Ularning barchasi texnologik asbob–uskunalar bilan shug'ullanadi va ushbu vaqtni maqsadli ravishda ta`lim olishga almashtira olsak maqsadga muvofiq bo`lar edi. Noan'anaviy uslublarni qo'llash orqali o'quvchilarga ko'proq qiziqvchanlik va faollikni oshirish mumkin. O'quvchilar ko'proq interfaol usullarda o`qitilsa o'rganish natijalari samarali natijalarga olib keladi. Bundan tashqari ijobiy natijalar o'qituvchilar va o'quvchilar uchun qoniqish hosil qiladi. Tajribali o'qituvchilar turli stavkalarda va darajalarda ishlaydigan talabalarga turli xil imkoniyatlarni taqdim etishadi. Eng keng tarqalgan va ko`p ishlatiladigan qurilma bu – smartfon. O'qituvchilar va o'quvchilar uni tinglashi, va o'qish uchun foydalanishi mumkin; Bundan tashqari, ulardagi dasturlar orqali o`qituvchi bilimlarini sinash va kuzatish o'quvchilarga imkon mavjud. Professor Houcinening (2011: 1) bu mavzudagi fikri quyidagicha: "Internet va Hipermedia'dan samarali foydalanish mumkin, bu o'qituvchilar va o'quvchilarga qimmatbaho resurslarni keltirib chiqaradi".

***Axborot texnologiyalari bilan bajariladigan mashg`ulotlar*.**

Texnologik vositalar yordamida ishlatilishi mumkin bo'lgan faoliyat yangi avlod texnologik qurilmalar bilan birga o'sib bormoqda. Ayonki, u bizning madaniyatimizning bir qismiga aylangan: uyda, maktabda, ishda va ijtimoiy hayotimizda foydalanilmoqda.

Samarali o'qituvchilar o'quvchilar uchun tabiiy o'quv muhitini ta'minlaydi. O'qituvchilarning ko'pchiligi saboq oldida hisoblashadi ular nimani o'rgatishadi va ularning mashg'ulotlarida qanday tadbirlar qo'llanadi. Buning ustiga, ular dars rejasini tuzish va ulardan foydalanadigan to'g'ri resurslarni yoki elementlarni topish orqali tayyorlanadi. Birinchidan texnologik qurilmalar o'quvchilar uchun foydali ishlar qilishlari uchun qiziqroq. Misol uchun; smart–karta bilan onlayn faoliyatni amalga oshirish o'quvchilar uchun juda yoqimli. Texnologiyani integratsiyalash til

o'rganish va o'rganish muvaffaqiyatga erishishga olib boradigan alohida motivatsiyaga olib keladi. Sykes "Integratsiyalashuv, masalan, o'yin mazmunini yozish uchun oldindan yozma tarkib sifatida ishlatish mumkin vazifa sinf muhokamasi uchun turtki sifatida ishlatiladi "(2013: 34). Raqamli o'yinlar o'quvchilarga juda ko'p imtiyozlar beradi, lekin ayni paytda ko'p o'yinlar, ayniqsa zo'ravonlik o'yinlari muammoli bo'lishi mumkin. Belgilarni topish, hikoya haqidagi o`yinlar, kabi o`yinlar ikkinchi til o'rganuvchilar uchun juda foydali.

Xulosa qilib aytadigan bo`lsak, an`anaviy dars o`tish metodlari yetarlicha samarali bo`lsa ham texnologiyalarga asoslangan o`qitish uslublari yaqin kelajakda o`z natijalarini ko`rsatadi. Chunki axborot texnologiyalari bilan maqsadga erishish osonlashadi va o`quvchilar undan motivatsiya ola boshlaydi. Umuman, axborot texnologiyalarning xorijiy tillar ta`limiga integratsiyalashuvi ijobiy effektni yuzaga keltiradi.

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CHET TILLARNI O'QITISHDA AXBOROT –KOMMUNIKATSIYA TEXNOLOGIYALARINING AHAMIYATI

Shirinova M., *Muhammad al–Xorazmiy nomidagi TATU, AKT sohasida "Iqtisodiyot va menejment"*

Abstract. *Linking information technology to foreign languages is one of the key factors in today's globalization process and is a program of effective foreign language learning.*

Birinchi Prezidentimiz I.A.Karimov ta'kidlaganidek,"kelajagimiz yoshlarimiz qo'lida". Har bir yosh o'zining bilimi orqali, vataniga bo'lgan muhabbatini aks etadi. O'zining yutuqlari orqali kelajakda tutgan o'rnini namoyon etadi. Zero, "bilimsiz bir yashar–bilimli ming yashar".

Hozirgi kunda AT sohasida juda ham qat'iy yondashilmoqda. Shu soha bo'yicha ko'pgina targ'ibot ishlari olib borilmoqda. O'zbekiston Respublikasining axborot–kommunikatsiya texnologiyalari sohasidagi strategiyasi fan va texnikaning zamonaviy yutuqlariga asoslangan. Axborot texnologiyalarining rivojlanishi mamlakat iqtisodiyotidagi strukturaviy o'zgarishlar va ko'tarishda, davlat va jamoat tashkilotlarning ish faoliyatini o'stirishda, mamlakat obro'sining xalqaro masshtabda mustahkamlashda , zamonaviy axborot jamiyatini bosqichma–bosqich shakllantirishda muhim element hisoblanadi. O'zbekiston Respublikasi Prezidentining 2002–yil 30–maydagi "Kompyuterizatsiyani rivojlantirish va axborot–kommunikatsion texnologiyalarni joriy etish to'g'risida"gi qarorida ham bunga guvoh bo'lishimiz mumkin. Kompyuter texnikasi va axborot tizimlarining iqtisodda, boshqarishda, aloqada, ilmiy tadqiqotlarda , ta'limda , xizmat ko'rsatish sohasida, tijorat, moliya va inson faoliyatining boshqa sohalarida qo'llanilishining rivoji axborotlashtirish va umuman , jamiyat rivojini belgilovchi yo'nalish hisoblanadi. Kompyuter texnikasining qo'llanilishi evaziga erishiluvchi samara axborot ishlanishi ko'lamining oshishi bilan ortib boradi.

Kompyuter va kommunikatsiya texnologiyalarining istiqbolli yo'nalishlaridan yana biri masofaviy o'qitish tizimidir. Bunda kompyuter tizimi ham ma'lumotlar bazasi, ham virtual murabbiy , ham o'zaro aloqaning interfaol vositasi vazifasini bajaradi. Hammaga ma'lumki, hozirgi kunda ingliz tiliga berilgan e'tibor juda ham katta. Insonga nima uchun ? degan savol tug'ulishi mumkin. Sababi shundaki, ko'pgina adabiyotlarimiz, ma'lumotlarimiz, hattoki texnologiyalarimizning ishlash prinsiplari ham ingliz tilida targ'ib etilgan. Ko'pgina rivojlangan vaholanki rivojlanayotgan mamlakatlarimizda ingliz tili go'yoki ikkinchi tildek o'qitilib kelinmoqda. Bizning yurtimizda ham tilga bergan e'tibori va uning rivojlanishi uchun ko'plab islohotlar olib borilmoqda. Axir bobokalonlarimiz "Til bilgan – El biladi" degan gaplari bejizga emas. Chunki til o'rgangan kishi nafaqat o'z yurtida, balki butun dunyoda o'z faoliyatini davom etira oladi va izlanishlar olib bora oladi. Hozirda davlatimiz hattoki maktabgacha bo'lgan ta'lim muassasalarida ham ingliz tili fan to'garaglarini kiritgan. Bundan maqsad shundaki, ingliz tilini bolalarimiz yoshligidan xuddi o'z tilidek bosqichma–bosqich o'rganib, kelgusida yuksak chuqqilarni zarb etishdir.

Hozirda yurtimizda chet tilini o'qitish va xorijiy davlatlarda o'qish dasturlari juda ko'p. Bu dasturlarning asosiy qismlari tilga qaratilgan. Til bilgan o'quvchilarga ko'pgina grantlar ajratilgan va buning uchun bir qancha tashkilotlar ish yuritib kelmoqda. O'quvchidan faqatgina til bilishi talab qilinadi xolos. Xo'sh qanday qilib ingliz tilini tez va samarali o'rganish mumkin degan savol tugulishi ajablanarli emas. Bunga javoban AT orqali til o'rganish uslublarini aytib otamiz. Ingliz tilini o'rgatishda axborot texnologiyalaridan foydalanish ayni muddao. Maktablarda, litseylarda, kolejlarda va oliy o'quv yurtlarida ingliz tili darslarini zamonaviy texnologiyalar bilan bog'lash samarali natijalar beradi. Oddiygina og'zaki tushuntirish va yozma tushuntirish orqali o'quvchilarga bilim yetqizish ancha qiyin kechadi. Chunki hozirgi davrda hamma sohamiz AT ga borib taqaladi.

21–asrni “Texnologiyalar asri” deb, bejizga tan olinmagan. Deyarli hamma o’quvchilar gadjetlardan foydalanib kelmoqda.

Hozirda yangi zamonaviy texnikalar yaratilib kelinmoqda. Til o’rgatishda ham zamonaviy texnologiyalardan foydalanish katta yutuqlarga sabab bo’lishi mumkin. O’qituvchilarimiz til o’rgatish jarayonida multimedia, animatsiyalar, slaydlar, video roliklardan foydalansa yaxshi natija beradi. Bu orqali o’quvchiga beriladigan bilimni yetqazish anchagina osonlashadi, hamda, yoshlarning til o’rganishi qulay va oson bo’ladi. Bundan tashqari yoshlar texnologiyalar orqali til o’rgansa, vaqtini ham mablag’ini ham tejaydi. Sababi shundaki, ular uyda o’tirib ham bilim olishlari mumkin bo’ladi. Misol tariqasida bir narsani aytib o’tish joizki, talaba darsda o’qituvchisini to’xtovsiz tushuntirib ketishini eshitib, zerikkan holatda fikri tarqoq bo’lsa, darsni yetarli darajada o’rgana olmaydi.

Bugungi kunda yoshlarimiz yangi uslubdan, ya’ni hechqanday murabbiylarsiz, yakka tartibda video rolik orqali til o’rgana oladi. Chunki texnika vositasi ma’lumotni qayta–qayta tushuntirishi mumkin. Eshitmagan yoki tushunmagan hollarda qayta eshitish orqali tushunib olish imkoniyatiga egadirlar. Hech qanday e’tirozlarsiz ma’lumotlarni qayta korib chiqa olish va tushunmagan hollarda to’xtatib qayta ko’rib chiqib qunt bilan organishi mumkin. Bunday video roliklar bir qancha animatsiyalardan iborat bo’lib, bolalarni ruhan darsga chorlaydi va ularni rag’batlantiradi. Darsga bo’lgan qiziqishlarini oshiradi hamda har bir bolaga mustaqil tarzda shug’ullanishni o’rgatadi. Bu holat, albatta kelgusida bolalarni mustaqil ravishda muammolarni hal etishga undaydi. Video rolik darslari har bir bolaning psixologiyasiga mos keladi. Bola tushkun holatda bo’lganda vazifani bajara olmaydi va darsda ustozini tinglab tushunmaydi, muammolari sababli qabul qilish qobiliyati pasayadi. Agar u video rolikdan foydalansa, kerakli vaqtda darsni qabul qila oladi ya’ni o’rganish vaqtini o’zi belgilaydi. Hattoki ingliz tili grammatikasini ham qo’shiqlar tarzida eshitib yod oladi. Bo’sh vaqtlarini mazmunli o’tkazadi, hamda ingliz tilida talaffuzini mukammallashtiradi. Har bir talaba o’zining qay tarzda o’rganish qobiliyatini biladi, albatta. Shuning uchun u o’z tanlovini tanlash huquqiga egadir. Video rolik orqali o’rganishning ijobiy hamda salbiy tomonlari:

– bu metod orqali bolani darsga jalb qilish anchagina osonlashadi;

– animatsiyalar har bir bolani darsga bo’lgan qiziqishini ortiradi. Chunki har bir bolaning o’zining o’rganish ya’ni qabul qilish qobiliyati mavjud: biri ko’rish orqali malumotni qabul qilsa, ikkinchisi eshitish orqali qabul qiladi. Bunday holda , albatta, video roliklar orqali til o’rganish samaralidir.

Salbiy tomoni shundan iboratki, ko’rish qobiliyati past bo’lgan bolalar ham uchrashi mumkin. Ular ehtiyotkorlik bn foydalanishlari kerak bo’ladi.

Har bir sohaning o’z qonun– qoidalari bo’lganligi sababli, video rolik metodining ham o’z qonun–qoidalari mavjud. Bunda bolalar bu metoddan foydalanishda vaqtni belgilab foydalanadi, hamda foydalanayotgan vaqtda, himoya ko’z oynaklaridan foydalanishi kerak bo’ladi.Bu orqali bola metodning salbiy tomonlaridan bartaraf bo’ladi. Ya’ni aytib o’tgan korish qobiliyati past bo’lgan bolalar ham bundan zararsiz foydalana oladi. Yana bir yaxshi tomonlaridan biri

shundan iboratki,bepul ta’lim olish huquqiga ega bo’ladi. Qisqa vaqt oralig’ida ingliz tilini mukammal o’rgana oladi. Sababi, video rolik orqali eshitish qobiliyati, yodda saqlash qobiliyati ,o’qish qobiliyati ,talaffuz qilish qobiliyati, imloviy qobiliyati yaxshilanadi.

Xulosa qilib aytganda, video rolik metodi samarali metodlardan biri hisoblanadi. Video roliklar turli xil bo’lishi mumkin: kino tarzida, klip tarzida, multfilm tarzida yoki hangomalar tarzida. Natijada bola bir vaqtning o’zida ham til o’rganadi ham ko’rsatuvlar ko’radi , ular sevgan qahramonlari bilan birgalikda til o’rganadilar . Bu metod bolalar uchun juda qiziqarli. Yurtimizning har bir sohasida xorijiy tillarni tadbiq etilishi orqali ko’pgina yaxshi natijalarga erishiladi,hamda ona yurtimiz rivojlangan davlatlarning old qatoridan joy oladi.

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INGLIZ TILINI O’RGANISHDA HAYOTIMZDA MOBIL ILOVALARNING O’RNI

Yarashev Sh., *Muhammad Al–Xorazmiy nomidagi TATU talabasi*
Musayeva F.M., *Muhammad al–Xorazmiy nomidagi TATU, chet tillar kafedrasi katta o`qituvchisi*

Abstract. *This article is dedicated to the use of mobile application called “English Listening” which helps learners to improve their English skills in terms of speaking, listening, reading and writing. Concrete examples, explanation about using of this new application, the advantages that can be implemented in learning process are given in this article.*

Hozirgi axborot texnologiyalari XXI asrda kompyuter, telefonlarsiz hayotimizni tasavvur qilolmaymiz. Hayotimizning barcha sohalarida tibbiyot, ilm–fan, sanoat korxonalari deymizmi barcha sohalarda yetakchi o’rinda kelmoqda. Axborot texnologiyalari bugungi kunda hayotimizning ajralmas bir qismiga aylanib ulgurdi. Ilm–fan sohasida chet tillarini o`rganishda axborot texnologiyalarning o`rni nihoyatda sezilarli holda ortib rivojlanib bormoqda. Hozirgi kunda chet tillarni o’rganish dolzarb muammolardan biriga aylandi desak adashmagan bo’lamiz. Buning isboti sifatida, O'zbekiston Respublikasi birinchi Prezidentimizning 2012–yil 10– dekabrdagi “Chet tillarini o'rganish tizimini

yanada takomillashtirish chora–tadbirlari to'g'risida”gi PQ–1875–sonli qarorining tasdiqlanashini keltirib o’tishimiz mumkin. Bundan keyin ham chet tillarni o’rganish tizimini takomillashtirish haqida bir qancha qarorlar tasdiqlandi.

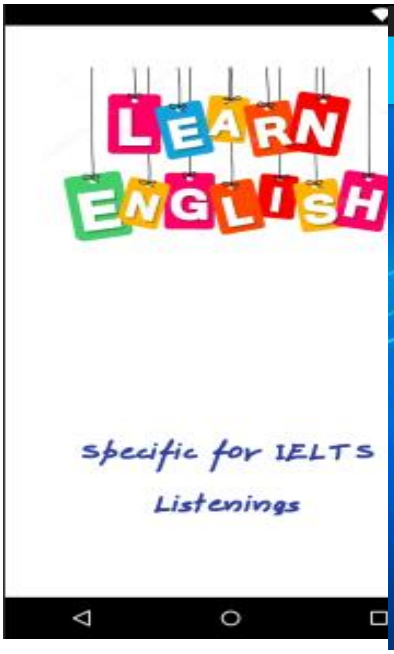
Hozirgi XXI asrda har bir inson axborot texnologiyalarsiz yashay olmaydi. Ulardan biri bu mobil qurilma, telefonlarimiz hisoblanadi. Har bir insonda telefon mavjud. Ulardan 2 xil maqsadda: ya’ni unumli yoki aksincha foydalanish mumkin. Bu har bir insonni vaqtni to’g’ri taqsimlab, kerakli hamda foydali mashg’ulotlar bilan boyitishiga bog’liq, albatta. Vaqtdan unumli foydalanish maqsadida transport vositasida ishga yoki o’qishga ketayotganda, bekatda avtobus kutayotganda va hokazolarda chet tilini o’rgatuvchi mobil android ilovalarning o’rni beqiyosdir.

“**English Listening**” deb nomlangan mobil ilovasi ingliz tilini tez va samarali o’rgatishda qaratilgan bo’lib, unda til o’rganuvchilarga ingliz tilini o’qitishda didaktik usullardan foydalanish asosiy maqsad qilib olingan va dastur ishlab chiqilgan. Shuni aytish o’rinliki, ta'lim sifatini, samaradorligini oshirish, ilmga chanqoq yoshlarni qiziqtiradigan o`yin shaklidagi darslarni maqsadli tashkil etishda zamonaviy pedagogik texnologiyalar hamda axborot–kommunikasiya vositalarining roli juda katta. Ta’lim oluvchi yoshlarga ingliz tilini zamonaviy qurilmalar orqali o’rgatish uchun birinchi navbatda o’qituvchining o’zi bunday texnologiyalardan professional darajada foydalana oladigan bo’lishi kerak. Bu darajadagi foydalanishga nafaqat zamonaviy texnologiyalarning mavjud imkoniyatlaridan to’liq foydalana olish, balki u asosida yangi o’quv dasturlarini tashkil eta olish ham kiradi. Bunday darajadagi pedagog bo’lish uchun har bir chet tili o’qituvchisi zamonaviy texnologiyalar sohasi bo’yicha o’z ustida ko’proq ishlashi zarur. Ingliz tilini zamonaviy texnologiyalar yordamida o’rgatishning an’anaviy o’rgatish usullariga nisbatan bir necha ustunlik jihatlari bor. Birinchi navbatda, ingliz tilini o’rganayotgan til o’rganuvchi yoshlarda tilning to’rt xil ko’nikmasida (gapirish, tinglab tushunish, yozish va o’qish) o’z bilimlarini sinovdan o’tkazish imkoni mavjud bo’ladi. Hozirgi vaqtda takomillashib borayotgan dasturlar yordamida buning imkoni bor. Faqat bu usuldagi ta’limga o’quvchini to’g’ri yo’naltira olish maqsadga muvofiqdir.

Yaratilgan “**English Listening**” mobil ilova 20 ta darsdan iborat va har birida matn ovozli yozuv bilan ishlab chiqilgan va didaktik o’yinlar, testlar berilgan. Shuningdek har bir darsda IELTS imtihoniga tayyorlovchi gramatika ham taqdim etilgan. Ushbu ilova nafaqat yoshlarga balki kattalar uchun ham birdek qulay va osondir.

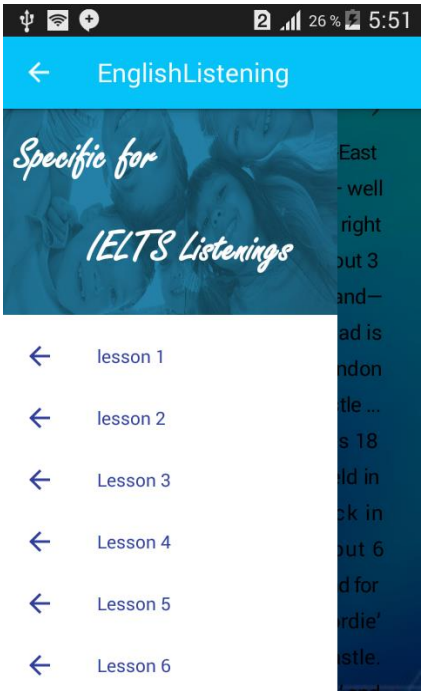
Shuni ta’kidlab o’tish joizki, taqdim etilayotgan mobil ilova faqatgina android Operatsion tizimlari uchun ishlaydi. “English Listening” mobil ilovani telefonda mavjud bo’lgan “PlayMarket“ lardan yuklab olish mumkin. Ushbu ilovani Play Marketga English Listening deb qidiruvga beriladi va yuklab olinadi. Quyida mobil telefondagi dasturning ko’rinishi taqdim etilgan.

Ushbu dasturga kirilganda dastlab kutish oynasi chiqadi va bir oz vaqtdan so’ng asosiy oyna ochiladi. (1–rasm)



1–rasm

2–rasm



3–rasm

4–rasm

2–rasmda ilovaning (dasturning) play tugmasi bosilsa, mp3 fayl ishga tushadi va matnning ovozli yozuvi ishga tushadi. O'rganuvchi avvalambor tinglagan matnini yozadi va keyin uni tekshirib chiqishi mumkin bo'ladi, bunda o'rganuvchida talaffuzini ham bilib olishi imkoniyati mavjud bo'ladi.

3–rasmda esa dasturimizning asosiy menyudagi darslar ro'yhati joy olgan. U yerdagi istalgan darsga kirib test, video, gramatika, mp3 va matn fayli bilan birga ko'rish mumkin bo'ladi.

4– rasmda esa muallif qismi hamda telegram manzilimiz joy olgan.

Dastavval ushbu dasturning offline ko'rinishini ishlatib ko'rish tavsiya etiladi, keyinchalik esa unga ko'pgina grammatik ma'lumotlar, turli mavzulardagi speaking videolar qo'shilib, ilovaning imkoniyatlarini bosqichma bosqich kengaytirish rejalashtirilgan. Albatta har bir ishda kamchiliklar bo'lgani kabi, ushbu "English Listening" mobil ilovada ham kamchiliklar bo'lishi mumkin. Taklif va tavsilayar inobatga olinadi hamda, foydalanuvchilarda ingliz tilini tez va oson o'rgatishga yo'naltirilgan videolar, mp3 lar va h.k lar bo'lishini nazarda tutgan holda, 4–rasmda ko'rsatilgan telegram manzilga yuborish mumkin.

Ushbu "English Listening" mobil ilova vaqtdan samarali foydalangan holda ingliz tilini tez va qulay o'rganish maqsadida ishlab chiqildi. Dasturda berilgan manbalar asosan kundalik hayotimizda ko'p qo'llanilaniladigan so'z va iboralardan iborat bo'lganligi sababli yoshlar ongiga tez singadi va o'rganishlari uchun oson bo'ladi.

Foydalanilgan adabiyotlar:

1. O'zbekiston Respublikasi Prezidentining 1875 sonli "Chet tillarini o'rganish tizimini yanada takomillashtirish chora–tadbirlari to'g'risidagi" qarori, Xalq So'zi. 2012.

2. Tony Dudley–Evans and Maggie Jo St John, Developments in English for Specific Purposes, Cambridge, 2011.

3. http://tuit.uz Toshkent Axborot Texnologiyalari Universiteti elektron ta'lim portali.

TECHNOLOGY AND ADULT LANGUAGE TEACHING

Abdullaeva Sh.S., *Karshi Engineering Economic Institute,Department of Foreign Languages*

Abstract. *This article situates its discussion in adult learner settings and draws on the experiences and beliefs of some linguists, who represent some of the specific contexts in which adult language learning takes place. They firstly introduce them to you through vignettes of practice, in the hope that you will start this article with a mind's eye picture of a specific instance of their teaching.*

Every adult person finds himself in specific situations with respect to his work, his recreation, his family life, his community life – situations which call for adjustments. Subject matter is brought into the situation, is put to work, when needed. The identity of our adult language learners can be defined in relation to all of these domains, and across first and second language cultural settings, which we may not always either be aware of, or actively acknowledge. The role of experience in learning is not simply a point of reference, however. It is considered central by various adult educators and in itself suggests adult learning is an essentially problem–oriented endeavour that the experiential both informs, and at the same time is a focus of activity. Kolb, whose contribution to understanding of the role of the experiential in learning is recognised, argues that it 'is the process

whereby knowledge is created through the transformation of experience' and reflection is instrumental in that transformation.

Adult learners profit from being able to relate material and tasks to prior and current experience, but also through opportunities for new, lived experiences through which they can reflect and act on implications for them as individuals. What is key is the fact that 'models of adult learning developed from within adult education move beyond examinations of learning as a decontextualized process to address questions relating to the meanings of, and motivations for, learning in people's lives'. Deriving from this, adults may also be assumed to be goal–oriented in their language learning, and Mezirow notes that 'often, adult learners' immediate focus is on practical, short–term objectives'.

We must be careful not to make too many assumptions that all adult language learners are equally purposeful and directed, however. Merriam describes how understanding of andragogy has modified over time to take better account of the contexts of adult learning, and the specific characteristics of the adult learner, and their own learning background. Motivations may indeed be varied. There may, therefore, be both intrinsic and extrinsic impetuses, impacting on what happens in the language classroom and indeed, on how self–directed an adult learner is prepared to be. Learning to pass an exam may result in much less self–direction than in the adult looking to be able to study in an English–speaking country or attend an English–speaking conference. Expectations of learner and teacher roles are also key. As Cotterall observes, 'all behaviour is governed by beliefs and experience'. In her exploration of factors impacting on adult learner readiness for autonomy, the role of the teacher is ranked highest with 'diagnosing difficulties, allocating time, establishing the purpose of activities' characterizing many learners' perceptions. This, of course, has implications for teacher practice in general, and for the ways in which technology might be harnessed in different settings.

We must also remember that, on the whole, language learning is a relatively small part of multi–faceted adult lives. The 'social and cultural situations of each of these scenarios is important. As a consequence, as Smith and Strong suggest, adult learners 'usually require immediate value and relevance from their studies, and they often learn best when they are engaged in developing their own learning objectives'.

Oxford and Crookall review a number of studies into language learning strategy use amongst adult learners and exemplify by reporting on a study by Sutter with refugees learning Danish as a second language, whose initial strategy preferences they describe as being 'related to ethnic and personal biases'. They recount teachers negotiating new strategies to make the most of the social learning setting they found themselves in, for instance, 'students' desire to make word lists was channeled into the creation of a dictionary, which was done co–operatively, a camouflaged social strategy that facilitated the preferred technique and was therefore non–threatening'.

More recently, Kennedy explores cultural expectations in relation to the Chinese learner in Hong Kong and observes that whilst understanding prior learning can empower the language teacher, 'Hong Kong adult learners are receptive to new modes of learning and go on to adopt learning styles quite different from those they deployed in school'. He describes a stereotypical picture held by teachers of 'rote learning' preferences of the adult Hong Kong learner, not borne out in practice.

Supported by research by Tang and Biggs, who reported pragmatic use of schoolchildren's strategies relevant to the exams which drove their academic trajectory, Kennedy observes that this did not equate with a preferred learning style that carried over into adult learning; nor did it mean that adult learners would not establish more purposeful strategies in a new learning setting. These very situated studies serve to remind us that 'a learning approach must not be confused, as it often is, with the context–independent learning style'.

To summarise, in the words of Burns: By adulthood people are self–directing. This is the concept that lies at the heart of andragogy is therefore student–centred, experience–based, problem oriented and collaborative very much in the spirit of the humanist approach to learning and education ... the whole educational activity turns on the student.

These 'principles' of andragogy are useful reminders of what defines our adult learners, but how they play out for different learners in specific settings is various. As Merriam points out, over time this resulted in 'andragogy being defined more by the learning situation than by the learner'. This chimes with our current understandings of the socio–cultural dimension of language learning and a pedagogy of particularity which proposes that for 'language pedagogy to be relevant, it must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio–cultural milieu'. This takes nothing away from an awareness of the adult learner and all that they bring to the learning table, but applies a layer of contextual sensitivity that helps us to understand the decisions our case teachers take in their use of technology.

Teachers of adult learners reading this chapter may find themselves in a higher or further education setting, a private language school which may be a local or international organisation, or a franchise; they may be in a business or industrial setting, dealing with learners in small groups or one–to–one teaching scenarios; they may be teaching outside a formal institutional setting from their homes or the homes of their learners. These settings are key drivers in many ways. Exploring technology use in formal adult learning, Mumtaz identifies how institutional perspectives on the role of technology in particular subject teaching are influential in teacher decision–making. Institutional drivers might mean that teachers find themselves able to be more or less autonomous in their decision–making around approach, materials and means, including use of technology.

Three different teachers of adult second language learners may have provided very different accounts of the 'possible and practical'. Knowles' original

work on andragogy was based largely on a contrast with school experience, characterised by teacher directedness and a focus on subject learning. The picture that the concept of andragogy provided us with was of:

- the adult learner as moving towards independence and the teacher's role as one which scaffolds a transition to self–direction
- the adult learner's life experience as a resource and a point of reference for learner–centered activity
- the adult learner's readiness to learn and awareness of themselves as learners

In presenting these accounts of how technology finds its place in adult learning contexts, these principles and indeed their socio–cultural caveats variously come to the fore in different decision making. It is also a fact that these accounts represent a snapshot in time; there is no doubt the specifics of technology use will have already evolved in these teachers' practice – signs of that evolution were already evident in our conversations with them. However, the dynamics between teacher, learner, technology and context means that already the particularity of another group of adult learners may have provided new insights into the possible and practical. We are grateful to our teachers for inviting us at this particular moment in time, and for sharing their professional understanding.

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THE IMPORTANCE OF IMPLEMENTING IT TO THE EDUCATION SYSTEM

Abdusattorov A., *student of TUIT named after Muhammad al-Khwarizmi*
Negmatova Kh.A., *assistant teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*

Abstract. *The use of these available technologies and others can make our teaching more effective and interesting. This use of old textbooks and methods of learning are a bit out of this world, since students are all surrounded by this new technologies which are developing very fast. This does not mean that we have to trash all old methods and textbooks but it is important to incorporate technology to make lessons more enjoyable, creative and effective.*

These days has seen data and correspondence advances (ICT) quickly changing the world, empowering development and efficiency increments, associating individuals and networks, and enhancing ways of life and openings over the globe. Presently the time has come to execute data innovation to the instruction framework.

New methodologies of learning. Utilizing data innovation amid the learning procedure impressively changed the substance, figure and strategy for learning. The consequences of this changing described beneath:

- ✓ traditional approach which considers taking the learning and work on as per the specific subjects are supplanted by coordination approach;
- ✓ to understand the world is bringing out through making its model, notwithstanding customary learning technique as it was previously;
- ✓ the primary reason for examining isn't simply taking the information and practice however to build up the identity of understudies while they are learning;
- ✓ the approach which is coordinated to the regular individual changes to the individual mental methodology for every understudy.

The speed, level and efficiency of utilizing information innovation amid the learning procedure is identified with the right utilization of innovation, to the readiness of instructors, to the appreciation, digestion, PC education of understudies and their scholarly capacities of utilizing data to remember the exercise.

The importance of information technology in information society

Going to the data organize in social orders improvement, makes figuring out how to expand the instructive movement so as to complete its principle obligations. Instructive capability is viewed as the most confused parts of innovative action. It depends on a major heap of logical learning and thinks about high reasoning and culture of conduct. Amid the instructive action to absorb the subject and culture and utilizing them requires expanding the socio–social capability of instructors ceaselessly. That is the reason for building up the instructor's aptitudes, learning the PC efficiently, to learn unknown dialects, to hold instructive workshops, to

trade of perspectives with one another in the issues of culminating educator's work and to make wide talks is essential.

In instruction process computerization condition, the significance of expanding the educational aptitudes built up the concentrated rising academic informatics. It thinks about creation and development of idea for individuals of data society. Unmistakably data society thinks about expanding scholarly capacities of individuals just as humanism and all inclusive statement of instruction. With the fore referenced deliberately sorted out errands, instructive data understands strategic assignments as to give the training data, to make individual instructive strategies on the foundation of new PC innovation, to build the PC proficiency of understudies and students.

The capability of ICTs in language training ICTs can extend access to language programs and enhance the nature of instructing and learning when all is said in done. The Internet extends the classroom setting and gives access to current, modern materials from the nation or nations of the objective language, offering students and instructors a plenty of materials in various modes, breathing life into the remote culture and language and making it progressively unmistakable. In conditions where instructing staff are not ready to satisfy all necessities of the educational modules as to the abilities and information required, instant, great various media and different projects may give adequate reinforcement to them to offer fitting courses without taking part in tedious and costly (re)training. Andreas Lund's article brings up that there is a solid custom of PC Helped Language Learning (CALL) tending to materials, programming bundles and advancements that guide and advance subjective improvement and phonetic execution, however underscores that we should give careful consideration to how advances are inserted in bigger social and social practices for them to be genuinely compelling. The expert detachment of educators likely could be consigned to the history books, in the event that they figure out how to utilize the potential for systems administration, which ICTs offer. 7 The affordances and sending of numerous media are very much outlined in the commitment by Dan E. Davidson and Maria D. Lekic, where they not just show how extraordinary activities can offer practice in essential abilities and how students may utilize new data to take care of issues, yet in addition how they can bring the Russian–talking world into the classroom. [1, p. 67]

ICT abilities expected of language educators Language instructors working in a media–rich condition will, similar to their partners in different controls, need to:

• perceive the individual learning issues of students;

• settle on a cautious and considered decision concerning the utilization of the media;

• check reality of data content advertised;

• create productive hunt procedures and be equipped for directing viable research with the assistance of the PC;

• have the capacity to utilize standard programming unhesitatingly and capability;

• settle on astute and basic decisions of data found.

These new abilities are regularly identified with what has turned out to be known as "the new proficiency". Essentially, we can recognize five sorts of new proficiency in connection to ICT that instructors need to comprehend and ace close by students. They are: logical, computerized, basic, semantic, and social proficiency. Logical education identifies with the capacity to think experimentally in a world, which is progressively molded by science and innovation. This sort of education requires a comprehension of logical ideas just as a capacity to apply a logical point of view. Besides, so as to work sufficiently in the realm of the new media, instructors need to get and ace an entire scope of new abilities running from the specialized to the hierarchical and applied. They have to wind up totally PC proficient in a reasonable sense, and have the certainty to utilize the accessible innovation satisfactorily. They ought to almost certainly adapt to the most widely recognized issues emerging from the utilization of PCs particularly in the manner in which that normal vehicle drivers can adapt to regularly happening issues with their engine vehicles, for example no master learning of the machine, yet comprehending what to do when routine breakdowns happen. This undertaking will without a doubt wind up less demanding for the instructors of tomorrow, who are the students of today. Given the force accumulated in the idea of advancements inside and outside the institutional condition, new authoritative and academic models are called for, including ICT for educator instruction utilizing a learning by doing and reflecting methodology. The inventive capability of dialects going on the web must be completely gotten a handle on, where educators can manufacture and support language networks, disassemble them when they have depleted their capacity, and connection brains and hearts so as to arrange ordinary concerns or even complex issues. Language is a social action which requires genuine accomplices for correspondence, and instructors progressively need to select new collaborates with whom their students may rehearse the objective language. It turns out to be certain that new theoretical aptitudes are expected of educators when one considers the quantum jump required in moving from all around attempted controllable media like the reading material with its all around requested, valuable materials, to the more open, asking approach while abusing the new media to the full. In end overwhelmingly, the reaction to the subject of "who ought to be in charge of building up the utilization of data innovation to the training framework" was everybody. This incorporates: government, proficient social orders, personnel, instructors, administrators, understudies, distributers and makers of learning innovation items. We need to finish up our thought with the Uzbekistan President's words: "Innovation science, the capacity of procuring the muddled innovation

ought to run close by with good flawlessness and autonomous knowledge." [2, p. 98]

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THE IMPORTANCE OF INFORMATION TECHNOLOGY IN LEARNING FOREIGN LANGUAGES

Ataullaev M.M., Nugmanova M.A. *students of TUIT named after Muhammad al Khwarizmi*

Abstract. *This article discusses the importance of information technology in learning foreign languages, its role in science today, and its advantages. In addition, some scientists have been thinking about this. It also provides a wealth of information on what language programs a computer user can use in a different languages.*

Today, we cannot imagine our life without information technology. This is evidenced by the fact that all sectors of society, as well as in the modern stages of development, play an important role in the role and significance of this sector. Computers, in general, have become an integral part of our lives.

To date, the world's first personal computer was created in 1974 by MITS (Micro Instrumentation and Telemetry Systems). It is called "Altair 8800". However, computers that are conveniently located on our desktop are rapidly evolving. Their types, capabilities, and functionality have been dramatically expanded. In the twenty–first century, the so–called high–tech century, humanity creates such miracles that they are no longer new to us. Particularly significant improvements in science and education have been achieved, and significant progress has been made. The delivery of each science to the students using the latest innovative technologies is one of the basic requirements of today's education.

Nowadays, the teachers need to change the traditional lesson teaching methods. The best way to do this is to add a modern alternative to traditional teaching methods. After gaining independence, a new era of new foreign languages began in our country. The use of ICT in foreign language classes not only encourages students to read, motivate learning but helps some learner–grammatical materials that are annoying to make lexical–grammatical material more exciting, Communicative communication is a modern requirement to communicate. It is possible to solve some didactic issues through the use of ICT in the foreign language courses and, in particular, the Internet. There are various online, interactive tests, offline tests to test students' knowledge. The advantage of such tests for the reader is objective and fast response. In addition, the Internet will help

you to feel the true language environment and the need to learn the language through it. In order to use modern technology at the lesson, the teacher should not only work well with the technique, but also have the ability to deliver it to his readers. Indeed, there are several benefits to using the computer. Here is an example:

1. A computer–based student will have the opportunity to test his / her talents and develop them on a regular basis (speaking, listening, reading, writing) in all four languages.

2. A student who is studying a language speaks in a "talk" section using a computer, writes his or her own speech, and then compares with actual English pronunciation, and he can learn about his mistakes and work independently will have.

3. Another useful aspect of technology transfer is that the interest and interest of students in the classroom in this lesson increases. They learn to work more effectively in different games and work together in groups.

4. In this way language learning also develops intercultural communication. In other words, we can communicate with social networking sites, such as forums, e–mails, messengers, and other communications, not only about language but also about our cultures.

The above four options can be summarized as follows:

While learning foreign languages is one of the advantages of using information technology, there are several difficulties. For example, when the teacher comes to the forefront of the lesson, the internet is either sluggish or slower, which affects the quality of the course and the students' attention is diminished. Or, one of the circumstances is that, as the technical problems with the computer, the teacher cannot solve the problem. In this case, the pedagogical skills of the teacher can surely come from the difficult situation.

Also, it is possible to differentiate foreign language learners according to their level of learning and to recommend them to use the following computer programs:

1. For school–aged students, Word and PowerPoint programs are more affordable and convenient for language learning on the computer. For example, it is interesting for students to explain the theme of the subject in tables in Word, and in PowerPoint, in slideshow with different images. At the same time, assignment of homework to these students by using these programs can stimulate their critical thinking and creativity skills.

2. For students in higher education institutions such as Adobe Spark, I spring, Hot potatoes, are very effective in language learning and teaching. With these computer programs, students have the opportunity to make videos, create e–books, and create catalogs and cross–references. By means of these, they will be able to develop themselves as experts who can create their own training materials.

3. In addition, ordinary language learners also create pronunciation in the language learning through subtitling of various movies and TV programs on the computer. Using this method, they also increase their vocabulary with new words. Their speaking and listening skills are improved. For fluentu.com, duolingo.com,

busuu.com, as well as for independent language learners, various language tutorial online websites are among the most useful tools.

Taking into account the above mentioned in the Uzbek State World Languages University, the inclusion of the subject "ICT (Foreign Language Learning) in the number of science subjects since 2018 is a great achievement for students we will not be mistaken. The purpose of this introduction is to enable young people to access the latest information technologies and to learn advanced and up–to–date teaching techniques for access to the opportunities created in our country. One of the most important goals of the course is to teach students a variety of interesting programs, such as Adobe Spark, Pontoon, I spring, Hot potatoes, which will enable students to create various presentations, video lessons, visual aids for their future students.

In summary, today's foreign language teachers are becoming part of multimedia technologies. They use video, audio, songs, computer programs, and exciting games as a book in class to make students interested and develop. Also, the use of information technology in other areas and their efficient use is one of the most important factors in the development of the industry.

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IMPROVING THE PROFESSIONAL COMPETENCE OF ENGLISH LANGUAGE TEACHERS IN THE ADVANCED TRAINING SYSTEM

Atashikova N.A., *senior teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *Modernization of education requires increasing the teachers' professional level. The article notes that traditional forms of advanced training should be filled with new content and more relevant to modern requirements for the teacher. The active use of modern information, social, communication and other types of technologies in the advanced training system can achieve positive results. The need to introduce ICT into the educational process entails the need to*

form the ICT competence of teachers, which is its professional characteristic, a component of pedagogical skills.

Modernization of education today is regarded as the most effective way of introducing individuals to changes in social relations. The strategic direction of the economic and social development of our country requires new highly skilled subjects of professional activity, differing primarily in the fact that they are the carriers of the latest knowledge and technologies.

Modernization of education is an irreversible process and very important for the current stage of development of the education system. It requires the teacher to increase his professional level, to form and improve the pedagogical culture corresponding to the demands of modern life; it requires updating and giving the professional personality of the modern teacher to the humanitarian and personal orientation. Professional competence underlies the improvement of teachers' qualifications and is complemented by methodological, social and personal competence. Teacher training is an ongoing process of updating professional knowledge and skills, which should be part of a holistic and long–term program for the development of the educational system.

In the modern world, the issues of raising the professional qualifications of a specialist, including a foreign language teacher, are among the most important in the field of the education system of any socio–economic system. At present, in our country, the need has grown for such an English teacher who is able to modernize the content of his activity through critical, creative understanding of it and the use of scientific achievements and advanced teaching experience. Therefore, it is necessary to create all conditions for improving the professional skills of the teacher through changing the functions of the methodological support of the teacher’s activities.

It should be noted that different approaches are being developed to solve the problem of continuous training of English teachers, creating conditions for their independent work and receiving course and consultation assistance not only on substantive improvement, but also to obtain modern knowledge in the field of pedagogy, psychology, information technology, and general cultural training. But it is also necessary to use this form of organization of professional retraining of teachers in schools, which, on the one hand, would stimulate its development, and, on the other hand, would be in the interests of the majority of teachers.

The leading role in fulfilling the requirements of the state educational standard and raising the qualifications of teaching staff should be played by new forms of conducting pedagogical councils, seminars on topical issues of education, updating teaching and methodical complexes, preparing and mastering didactic materials, aids, recommendations, active methods of conducting classes, knowledge control. At present, there is an opportunity and need for high–quality renewal of traditional forms of enhancing the professional competence of foreign language teachers:

- courses for teachers working on a common problem;

● problem thematic courses for a group of teachers working on the innovation theme;

● problem courses;

● distance learning;

● training according to an individual plan;

● Internet – forums, contests, CHATS;

● festival of open lessons;

● methodological seminars, workshops;

● methodical days, weeks at OS;

● participation of teachers in professional skill contests.

In the new conditions, all these traditional forms should be filled with new content and more relevant to modern requirements for the teacher.

Various advanced training courses, conferences, seminars; professional contests undoubtedly contribute to the development of the teacher as an individual and professional. But neither theory nor teaching methods alone can ensure the success of the educational process. The identity of the teacher, his training and skill decide the success of the case. Today, a teacher, implementing a certain technology, can and should rise to the level of understanding its bases, in certain cases, change it, create a new one, but, rising to these high levels of independent activity, he must fully own all the wealth of achievements accumulated in psychological pedagogical theory and practice. All ways of improving qualifications can be considered effective only when they aim the teacher to creatively rethink the content, which is implemented through various forms of methodological activity and can be a good basis for the teacher's work. In this case, the above forms of work acquire personal meaning for the teacher formulate the goals of their own professional growth, form a structure that creates the conditions for the emergence and development of creative abilities. Only own, not advanced pedagogical experience opens the way to success and satisfaction with his work. Therefore, a great influence on the formation of teacher professionalism should have a self–educational and methodical activity, which implies:

● constant acquaintance with modern research in the field of teaching English;

● study of the progressive experience of colleagues on the problems of using various forms of organization of lessons and extracurricular activities;

● familiarization with new programs, technologies and concepts of training and education.

Modernization of the education system opens up new horizons and opportunities, but at the same time it places increased demands on the professional competence of the teacher. The task of teaching and educating a student fully developed and prepared for life and interaction in a modern information society, can only be solved by a teacher who owns modern pedagogical and information technologies. The world of the latest information technologies occupies an ever–increasing place in our life. Computer technologies are becoming an integral part of modern culture, including in the field of education. It is thanks to computer

technology that students' interest in the subject increases substantially, and mental activity is activated.

According to the new educational program, information competence is one of the key ones, since the formation and development of other basic competences cannot be accomplished without mastering information and communication technologies. It is obvious that modern realities dictate the need to introduce ICT into the educational process, which entails the need to form the ICT competence of teachers, which is its professional characteristic, a component of pedagogical skills. With the introduction of new ICT, the modern teacher receives a powerful incentive for their own professional, creative development; improves the quality of education.

It is becoming obvious that one of the most important components of the professional competence of an English teacher is his degree of readiness to use modern information and communication technologies in his professional and pedagogical activities. Computer technology and the lesson of a foreign language is an important trend in the methodology, which requires new approaches and innovative solutions. The use of ICT requires the teacher to rethink the forms and methods of work. It is clear that new multimedia technologies give a high effect of learning a foreign language, if they are supported by advanced teaching methods. The use of a computer in the educational process, which at the moment is the technical means of the highest order, is not just a change in the technical equipment of a teacher’s work — it is an update of his role, a change in the whole warehouse of his pedagogical views and approaches, his readiness to transfer his knowledge and experience with new means. This is the willingness to carry out their professional activities in the new environment. This is the formation of a pedagogical culture of a new type, a culture that requires updating the content of education, approaches and methods, and organizational forms of education. Specificity of computer as a means of learning is associated with its characteristics such as complexity, universality, interactivity. Interactive learning based on multimedia programs allows you to more fully realize the whole complex of methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative.

The effectiveness of ICT use depends on how well the teacher knows how to work with them. As practice shows, possessing elementary computer literacy, the teacher is able to create original learning materials that enthrall, motivate and aim students for successful results. The educational potential of the PowerPoint computer program has become a good help in the implementation of visual support for learning foreign language at school. With the appropriate equipment, these programs have almost unlimited graphic and color capabilities, allow you to present any kind of activity in the form of pictures and animation. This is especially important:

- when reading a new vocabulary, as the image on the monitor / screen allows you to associate a phrase in a foreign language directly with the subject or action;

● when studying grammatical and cross–cultural material, when colorful pictures, schemes, and animated images seen on the screen contribute to a better perception and assimilation of the new material.

The active use of modern informational, social, communicative and other types of technologies in the advanced training system can achieve positive results. The system of methodological support for teachers in the field of modern technologies implements various forms and methods of forming and developing the information and communication competence of teachers. Network pedagogical communities are being created, the main idea of which is to create conditions for the systemic implementation and active use of information and communication technologies in the work of general and vocational education institutions during the transition to a new level of technology use in the educational process, involving the active use of modern digital learning resources.

Today, a foreign language teacher should be able to navigate well in a huge number of Internet resources, which provide mastering of English in unity with the culture of its speakers, and also greatly facilitate the work of the teacher, increase learning efficiency, and improve the quality of teaching. The most popular among virtual associations and online communities of English teachers are:

● englishtipsbusyteacher.org
● http://www.britishcouncil.org/learning–teaching.htm
● http://englishteachers.uz/
● englishteachers.uz
● esl–library.com
● bbc.co.uk
● intergu.ru

Thus, there are ample opportunities for the formation and development of information and communication competence of teachers of the English language at the present time. However, the success of the process of informatization of education depends on many factors, including the provision of information and communication technologies in all educational institutions, on the improvement of the information and educational environment, on system–oriented training of teachers in the field of information and communication technologies and modern educational technologies. – Communication and professional competencies.

However, not all teachers are prepared to fulfill their updated role. Under these conditions, the training of pedagogical personnel capable of solving old problems with new methods is an urgent task. The conditions for the effective functioning and development of the ICT competence development system within the framework of the system of advanced training are:

● selection of the content of advanced training on the basis of student–centered and interactive training;

● pedagogical assistance of the teacher, as a process of support and assistance through counseling, partnerships and coaching in the development of an advanced education program on the development of ICT competence;

● network methodological support for teachers on the formation and development of ICT competence.

In conclusion, it should be emphasized that the active introduction of ICT in the educational process allows ensuring the transition to a qualitatively new level of pedagogical activity, significantly increasing its didactic, informational, methodological and technological capabilities, which generally contributes to improving the professional skills of English teachers. With an increase in the level of information and communication competence, motivational incentives change: teachers strive for professional growth and personal self–realization, are included in the search for new ways to improve the learning process. But for this it is necessary to create all the necessary conditions.

Today, each teacher himself determines the most important aspects of improving his skills. The choice is quite large: it is the passage of advanced training courses and self–education, participation in the network of pedagogical communities and school methodological associations. This list is complemented by active participation in the work of regional problem seminars. All forms of improving pedagogical skills pursue a good goal – to assist the teacher in improving competence in the field of the subject and methods of teaching it.

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THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

Choriyev J., Sobirov O., *students of TUIT named after Muhammad al Khwarizmi*
Saydaliyeva G.A., *assistant teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *The article illustrates the process of applying information and communication technologies in teaching students in universities and colleges as well as schools. The prime purpose of training foreign language – the formation of foreign language communicative competency, for which the discursive part is*

integral, involving productive speech activity and receptive speech activity. In this case, the article is didactic possibilities of information and communication technologies used are explored.

In the 21st century, the deployment of distance learning technologies that encourage necessary communicative, cognitive and social processes that accompany the learning process.The main target of learning a foreign language is the formation of foreign language communicative competence, for which the discursive component is integral, including productive speech activity and receptive speech activity (reading and listening).

Over the past ten years, Many papers have been written on the impact of project methods on the formation communicative competency in training a foreign language, who contributed to the formation of the following skills for students: a clear and logical presentation of the material, reasonable discussion in a foreign language, while using the correct terminology, grammar.

At the same time, telecommunication projects are focused on solving the identified problem and the achievement of the final consequence of the activity, the interaction among the participants via the Internet technologies, telecommunication projects can be in personal, pair, group, with students involved in exploratory, research and creative activities, as a result of which they acquire new knowledge and develop new skills in the process of achieving the goal. Distance learning, carried out on the basis of telecommunication technologies, is a joint activity of a teacher and a student with relevant goals, content, methods, forms and means of training in the use of ICT in the functioning of the information and communication environment (a set of conditions conducive to the emergence and development of active processes informational interaction between teacher and students and educational information technology.

So, the use of ICT for teaching students a foreign language contributes to improving the quality of the educational process, providing motives for education, deepening interdisciplinary connections for receiving, processing and transmitting information.

This provides such didactic capabilities of information and communication technologies as immediate feedback between users, computer visualization of educational information, storage of educational information with the ability to access and transfer it, automation of information retrieval activities. It should be noted that the implementation of didactic opportunities ICT leads to an independent “learning path”, to the realization of an independent representation and extraction of knowledge.

For the development of listening and speaking, this article developed a number of tasks on the “podcast” service, which has the following didactic properties, the ability to place personal podcasts on the Internet, the ability to create a personal user zone to organize discussion on the Internet, the possibility of a network discussion in the personal zone of the user in the microblog, moderation of the personal zone of the user is carried out only by some person posting the comments in chronological order, viewing the podcast by all registered users.

For the development of writing skills, I suggest using the Twitter service, which allows you to communicate with each other, exchanging short messages, not more than 140 characters. revealed such didactic properties as: "conciseness, publicity, linearity, hypertext structure, multimedia, thematic classification of messages, the presence of various functional applications.

Thus, the widespread access to the Internet and information sites in English contributed to the development methodologists of educational Internet resources. With the development of information and communication technologies and their availability for use in teaching students a foreign language technology web 1.0 (email, web forums, chat rooms), replaced which in the XXI century came the technology web 2.0.

The concepts "information and communication technologies as a means of teaching a foreign language", "lexical competence" are clarified. A classification of new information technology tools used in teaching a foreign language is proposed. Principles of learning foreign language vocabulary are supplemented with the use of information and communication technologies.

One of Information Communication Technology based learning and teaching's basic characteristics are the possibility for students to access the contents and materials all the time from everywhere. In order to participate an online training course for learning of English language, it just is necessary to have only a computer connected to the Internet. Various students who live in secluded and far places may participate in a course avoiding the possibility of being excluded by training offers available to the very few ones. There is another key advantage of ICT based learning is flexibility in the personalization of the training process according to the students' learning styles, competencies and the definite objectives each is to reach. With the use of particular software, instructors have the opportunity to supervise the results of the students' work, the level achieved by each and the possibility to upload their online documents such as notes, images, videos.

The most prevalent instruments that assure learners' interactivity and as a result the motivation to learn are. Student can exchange unique information on particular topics with the help of online facilities the same forums. Usually the forum moderator makes certain that the exchange of various viewpoints and beliefs don't go outside the set objectives and topics. Online chat rooms and various mailing lists stand for important socialization moments. Often the chat room and mailing list administrators should provide detailed information such as their next meetings and they should act like a filter for the informal requests of feedback during the communication process. These chat rooms and mailing lists connect the virtual community members with common interests and individuals charged with working on projects in a group setting.

In the future information technologist will improve, for example cell phones depend on modern technologies as you can see everybody has their own mobile handsets. So we should learn, via mobile phone, music, podcasts and audios made by native speakers. In addition, all over the world instant apps are very useful for

international students to talk to each other. Actually, in our country ICT has increased in educational systems for instance teaching foreign languages.

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THE ROLE OF INFORMATION TECHNOLOGIES IN DISTANCE LEARNING

Daniyarova S., *assistant teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *This article discusses the role of information technology in distance learning foreign languages, its role in education today, and its advantages. In addition, some experts have been thinking about this. It also provides an effective system of training highly–qualified professionals and satisfying the needs of people.*

After Uzbekistan gained its independence, significant reforms have taken place in education as well as in all spheres of life, especially in bringing up modern information and communication technologies in the educational process, and solving the problem of computerization of education. . Nowadays it has become a leading pedagogical–methodological idea of accelerated implementation of information and communication technologies in education, computerization of educational process. Creating modern teaching methods in the educational process for the preparation of cadres capable of creativity and initiative in high education, able to quickly adapt to new techniques and technologies, independently solve future occupational and life problems and it is important to provide them with science resources.

Nowadays, data on information and communication networks prepared by professionals should not be confined to the traditional sections taught in these subjects. Having knowledge of current multimedia student learning multimedia applications, first of all, learning about multimedia tools and their capabilities, and applying them in life and solving the problem as a solution. is required. Today, interest in educational multimedia applications is rising dramatically.

The recent advancement of computer technology has created enormous prospects for the practical application of multimedia educational multimedia applications. Nowadays, the organization of distance learning using multimedia tools improves the quality of independent thinking and learning of learners.

Analysis of the development of education in developed countries shows that, along with the development of modern information and telecommunication technologies, distance education model is also developing.

Experts in education consider distance education one of the main forms of education in the twenty–first century. Therefore, distance learning is now becoming an effective system of training highly–qualified professionals and satisfying the needs of people [1.37].

One of the main forms of distance learning is the use of information technology, which develops the idea of programmed learning, opens up yet new aspects of the educational technology variance. Information technology is the process of preparing and transmitting information to the reader, whose computer is a computer [1.49].

The distance learning process can be organized using the **LMS (Learning Management System)** software, which controls the education system [2.184]. Such e–learning systems are often referred to as **Learning Management Systems (LMS)** or **Virtual Learning Environments (VLE).**

LMS is not only the creation and operation of online courses, but also a resource for training with educational websites.

The **LMS** system provides a comprehensive overview of the distance learning process and a wide range of learning materials that can be used in the learning process, with the ability to analyze and manage knowledge. At present, the LMS system is being used in major world universities. The LMS system employs approximately 2 million active users, with over 46,000 training ports in 70 languages and over 300 software developers in 200 countries [3,104].

With the help of **LMS**, you can create an e–learning lesson with a teacher's effort. To create **LMS** courses, you must first upload them to LMS if you have lecture texts, practical and laboratory work, presentations, audio, and video content. It's easy to put your electronic data into LMS and make your own course. **LMS** has a "test" module, which is one of its relatively complex parts.

In the learning process, feedback is a crucial part of the learning environment and the final assessment is one of the essential components of learning. The test is well–designed and provides the teacher with the information needed to enable the students to master the desired level. If reverse linking is fast enough, testing can be a weapon for students [3,107], with the help of which they can evaluate their work and determine further action.

System administrators have added a large amount of parameters to the Test module in the **LMS** content. This, on the one hand, complicates the test several times, on the other hand it makes the test extremely flexible. The test questions included in the tests are sorted in the "**FAQ**" section of the common questions

and tests can be changed. You can change the test interface inter face. Students can perform the test one or more times.

The test module consists of two components (part, equipment): tests and questionnaires. The test consists of various types of questions included in the **FAQ.** Every attempt is automatically set. When the student completes the test, he / she can get the correct answers to test questions. Additionally, this module applies to teacher assessment apparatus [4, 43].

The questionnaires are arranged according to the order of discipline allocated to the course or subject to the course. Questions can be given in different types. For example: with an answer, with multi–response and the ability to respond. In addition, students may be able to explain the question and answer. When designing a course, the questionnaires can be generated on topics such as chapters, semesters, and other organizational charts.

The test items allow you to create a set of test tasks. Tests will help you organize the right things – wrong, short text, correspondence, essay, and more. All questions are stored in the database and can be reused later on the same course (or others). Examinations can be by teachers (showing correct answers) or checking (evaluation).The process of creating a question bank directly on the **LMS Moodle** system requires a long period of time and constant connection to the Internet. It's very easy to use the *GIFT* test form to make the teacher's work easier and to run the offline questionnaire, not only to prepare tests offline, but also to upload them to the **LMS** after its ready. It is recommended that you use a custom template created in Microsoft Word to keep the reader's memory up to date with features and special characters in the *GIFT* format. This template dramatically increases the speed of the **FAQ.**

The next step in the introduction of extracurricular education is the use of **LMS** elements for collaborative work. The system provides many tools for these tools: wiki, glossaries, blogs, forums, seminars, and so on. At the same time, every student can participate in the organization of training sessions on a synchronic basis, at the pace, in real–time, online lectures and seminars. Discussion of groups in the forums, evaluating messages, adding them to any format. In personal messages and comments, there is an opportunity to personally discuss issues with the teacher. During the interview, discussions are held in real time. Instantly inform all attendees or groups of events about current events: not every student has to write a new job, the group automatically receives notification.

This system has the means to control the quality of education. **LMS** creates and saves each student's portfolio: all his or her work, teacher feedback and comments, forum posts and so on. **LMS e**nables the students to "visit" the activities of the network and control the duration of the research. As a result, a teacher can collect student statistics: who downloads, what homework is performed, how the test was evaluated, etc. By doing so, students can understand how they are learning the subject and at the same time offer additional learning material.

In addition to technical tools for successful use of **LMS**, you need to address the following organizational issues:

– preparation of information and educational environment to support the e–learning process of the higher education institution;

– development of electronic teaching methods, acceleration of the system of training of qualified personnel in the field of computer technologies;

– ensure adequate electronic training with educational materials;

– training of teachers for e–learning;

– prospective and systematic use by teachers;

– availability of highly qualified programmers to solve the problems of multifactor information in higher education institutions.

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THE USAGE OF INFORMATION TECHNOLOGIES IN EDUCATION

Ergashev U., *student of computer engineering faculty, TUIT named after Muhammad al Khwarizmi*

Barnoyeva N.Y., *assistant teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *This work is devoted the roles of information technologies, development and use of modern information technologies in education. Modern information technologies define as continuous processes of handling, storages, and transmissions and of displaying information, directed on effective use of information resources, of tools of the computing engineering and communications of data at a management of the systems of different classes and purposes. Information technologies influence on all aspects of human activity, significantly increasing the degree of automation of information processes, which is a prerequisite for accelerating the pace of scientific and technological progress.*

Modern information technology is considered as an active tool in the educational sphere, and in the field of research, opening new opportunities and prospects. Modern IT is defined as continuous processing, storage, transmission and display of information aimed at the effective use of information resources, computer equipment and data transmission in the management of systems of various classes and destination.

The main features of modern IT: – transfer information to any distance in limited time; – interactive mode; – integration with other software products; – flexibility of the process of changing data and setting tasks; – the ability to store large amounts of information on machine–readable media. Practically IT is realized by using software and hardware complexes consisting of personal computers with the necessary set of peripheral devices included in local and global computer networks and provided with the necessary software, which increases the degree of automation, increases the efficiency of both the learning process and scientific research. In the field of technology science and the educational process is quite a lot in common. This applies to information support, the use of mathematical and intellectual methods of solving problems, the formulation of results, the management of these processes. The quality and effectiveness of scientific research is largely related to the level of use of computer technology. This applies to many problems in hydrodynamics in the field of ultrafast flows and other processes, such as, for example, the study of jet behavior in jet engines, study of the development and course of explosive processes.

Informatization of university education – a necessary condition for the quality training of the future specialist in modern conditions intensive development of information and communication technologies, as well as increasing the competitive level of the university itself in the educational services market. In the development of the process of informatization of education, trends appear forming a system of continuing education, creating a unified information educational space, actively introducing new tools and training methods use of data processing technologies, text, graphic and numerical information; multimedia and "virtual reality"; artificial intelligence and distance education.

Educational multimedia technologies (presentation of information in the form of a video image using animation and sound) and hypermedia technology (computer data representation of a different type in which semantic links are automatically maintained between selected concepts, objects or sections) represent the development of programmed learning technologies. Virtual reality, as a means of non–contact information interaction, is realized with the help of complex multimedia environments that create the illusion of direct entry and presence in real–time in a stereoscopically represented “screen world.” Educational computer telecommunication networks allow to provide training on distance when the teacher and the student are separated spatially and (or) in time, and the learning process is carried out using telecommunications. The most frequently used teaching aids are network training tools, computer tutorials. systems in a multimedia version, audio and video educational materials. Automated control of

students' knowledge in the form of testing allows the organization of centralized control, allows you to control more objective independent of teacher's subjectivity, reduces human and material costs, can significantly reduce the time of the survey and analysis, organize storage of materials and test results in electronic form, increases the information and visibility of the results.

Current funds computer and telecommunication technologies in education allow to realize almost the entire training cycle from lectures to control activities. The use of computer technology in education can improve the quality of training, create new means of educational influence, means of effective interaction between the teacher and the student, and speed up knowledge transfer.

Using IT Training – Effective method for self–education systems, continued training, as well as for systems of advanced training and retraining of personnel. The main advantages of using IT in education compared with traditional education are as follows: – IT greatly expands and improves perception of educational information through the use of color, graphics, sound, animation, which allows to recreate the real situation of the activity;

– allow to significantly increase the motivation of students to learn;

– contribute to the widest disclosure of the abilities of students, enhancing their mental activity;

– contribute to the formation of reflection (the student has the opportunity to visualize the result of his actions, determine the stage in solving the problem on which the mistake was made, and correct it).

The main areas of IT application in the academic process:

– accompanying the presentation of new material by multimedia (for example, when Power Point Presentation Program; – carrying out virtual laboratory work using training programs;

– consolidation of the material presented (training – a variety of training programs); – verification, testing and control (testing with evaluation, monitoring programs); – independent work of students (training programs, electronic textbooks, methodical manuals, databases, encyclopedias, etc.);

– conducting tele– and video conferencing.

Multimedia accompaniment of lectures, as it is organized now, difficult to use in to the fullest. Projector brightness is not enough to the image on the screen was clear enough Chroma use problematic. In this area, the future is definitely beyond the interactive whiteboard, but also equipping each workplace with a monitor. You can use a smaller number of monitors, distributing them to the audience and providing Convenient review to entire groups of students. Then visual possibilities could be used to the full.

Rapid computerization virtually all areas of knowledge require you to consider IT in quality as the most important component of the fundamental training of a specialist and at the same time as a relevant scientific and educational area. This is reflected in the emergence and rapid development of a relatively new university discipline – "Computer technology in education."

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INSIGHTS INTO SELF–DIRECTED FOREIGN LANGUAGE LEARNING IN THE CONTEXT OF INNOVATIVE GLOTTODIDACTICS

Eshchanov M.U., *Uzbek State World Languages University, MA. E.L, teacher*

Abstract. *While indiscriminate browsing or surfing the Net may not be ideal, many language learners are making use of the Net without being guided in this by a teacher. They are finding their own resources for learning. The way foreign language learners may benefit from self–directed learning and the principles of learning via the Internet are reflected in this article. Furthermore, different useful sources for self–directed language learning are suggested as materials for foreign and second language learners and students.*

Self–directed learning has proved to be one of the best–known ways of learning in many methodological or linguodidactic directions. The motivation that drives this kind of learning is perhaps analogous to that which leads a learner to look for a pen–pal, read English newspapers, novels or special–interest magazines, listen attentively to the words of recorded songs and so on. Behind these examples lie rather different motivations, of course. A similar variety of motivations are reflected in Net–use.

Looking at some research, it is necessary to mention some surveys and reports conducted by linguists or language teaching professionals. Morall (1999) reports on a survey, carried out in the Centre for Independent Language Learning of the Hong Kong Polytechnic University, of the experiences of tertiary–level students and teachers in learning and teaching English via the Internet. Although small in scale, the study produced a number of interesting results.

In relation to English language learning: 72 per cent stated that learning English using the Internet had made them more independent learners; roughly half

of the students surveyed had communicated with native speakers using e–mail or ICQ (a messaging system allowing people to chat in real time).

It is important for teachers and learners to be aware that a growing bank of materials specifically designed for language learning and teaching can be found on the Net. For learners, these include materials in familiar categories, such as grammar explanation, practice, and common errors, vocabulary and idioms, pronunciation, listening, reading and writing skills development, but also games, crossword puzzles and quizzes. Probably the best–known site is Dave Sperling's ESL Café at http://www.eslcafe.com, others being http://www.worldcentral.com and http://comenius.com/fable/complete.html.

Among these references are two sites listing language–learning resources, the TESL Journal site at http://www.aitech.ac.jp/~iteslj and the Frizzy University Network http://thecity.sfsu.edu/~funweb.

Particular categories of learning material include the following:

- Reading: http://deil.lang.uiuc.edu/web.pages/readinglist.html (University of Illinois list of authentic reading materials);
- http://www.edu.uiuc.edu/impact_homepage (short texts at intermediate and advanced level)
- Listening: http://www.esl–lab.com (Randall Jone's listening lab, with more than 100 listening clips in RealPlayer format)
- Writing: http://owl.english.purdue.edu (Purdue University: work–sheets and guided–writing exercises)
- Grammar:http://www.go–ed.com/english/grammar, http://www.ucl.ac.uk/internet–grammar (University of College, London), http://www.fledu.uz (English Grammar and Syntax e–course, Uzbekistan State World Language University's foreign language education e–journal and e–learning site).

A second and important way in which the Net can be and is increasingly being used by students is as a medium of communication. Through an electronic mail service (e–mail) or instant messenger services, such as ICQ, AOL, Facebook, Telegram, WhatsApp, Viber, Vk.com, which permit real–time chat, language learners can make contact with other users of the language, native and non–native, the texts that are produced being genuine instances of communication. "Keypals" may be found through the ESL café and such websites as http://englishclub.net/e–friends and http://www.summersongs.net. Comenius at http://www.comenius.com provides this service for a small fee.

Students may also have located one or more special–interest groups. If they have joined the type of group known as a newsgroup through an institutional server or an Internet provider, they will be able to access the discussion between members of that group at any time by simply going to the site, where all the messages are stored. If on the other hand they have joined a litserv (by simply sending an e–mail saying they wish to join), they will be receiving all the messages sent by other subscribers to that list. These groups use the same technology as e–mail.

One of the greatest benefits of the Internet as a delivery system is that it offers considerable flexibility to both learners and teachers in terms of when they work and, especially if they are equipped with a home computer and modem, where they work.

Software programs are now available (one of the most popular being Web CT –Course tools) which allow an institution or any individual teacher to utilize the same technology for a restricted set of users. Course descriptions, syllabuses, assignments, reading lists can all be placed on a "delivery platform", obviating the need for photocopying. Source materials such as published articles or specially designed instructional materials, can also be presented in this form. "A bulletin board" or "noticeable board" is available for announcements or discussion on topics set by the instructor (teacher) or suggested by students. Students can have their own Web pages and use this to publish their own work, on which other students and the teacher can give feedback. Informal student–student interaction is also possible, through a "chat" facility.

Forsyth (1998), whose focus is on the Internet as a delivery system, suggests that before developing materials for the internet we should ask ourselves two questions:

1. What is there about the program that would make it desirable to use the Internet as a delivery system?

2. What is there about the Internet that makes it suitable for this program?

Although these questions may seem to be two sides of the same coin, they are distinct. The first can be seen as a question about costs and benefits, and the answer might relate to easier access to the program for potential students, and as a result, perhaps, a larger student enrolment for the institution. The second question is concerned with program content and process; it asks in what ways an existing program could be improved by making use of the Internet or, in the case of a new program, why the Internet might be seen as a preferable delivery system, for example, face–to–face teaching. Implicit in the second question is the view that the Internet should not be seen as simply an alternative way of delivering the same program. Program design for the Web requires a rather different approach from face–to–face teaching and, especially when what is envisaged is a complement to traditional face–to–face teaching, necessitates careful evaluation of the strengths and limitations of both the media involved and the isolation of the learners.

In conclusion, by self–directed language learning, learners are encouraged to assume control over their own learning, making use of what is provided by the teacher and other resources. Now in a one–to–one relationship with the teachers, the learner or the student is also liberated to ask questions and admit to difficulties that might have been concealed in the public arena of the classroom.

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THE ROLE OF INFORMATION AND COMMUNICIATION TECHNOLOGY (ICT) IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

Ganiev S., *student of information security faculty, TUIT named after Muhammad al Khwarizmi*
Barnoyeva N.Y., *assistant teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *The article reveals the essence of information and communication technologies, determines their role in teaching a foreign language in the conditions of modernization of education, offers a classification of new information technologies used in teaching a foreign language. In modern science, there are many different approaches to the definition of the term "information and communication technologies". information and communication technologies (ICT) a set of tools and methods of transformation of information data to obtain information of new quality (information product).*

In modern sources, information and communication technologies represent a wide range of digital technologies used to create, transmit and disseminate information and provide services (computer equipment, software, cellular communications, e–mail, cellular and satellite technologies, wireless and cable networks, multimedia, and the Internet) The modern educational paradigm, which is based on computer–based learning tools, is based not on the transfer of ready–made knowledge and skills to students, but on the development of self–education skills to students. that any method of learning is enriched by the integration of information technology. But if in the process of teaching Informatics ICT tools act as an object of study, and as a means of learning, in the process of teaching a foreign language, they are only a means of learning.

By means of ICT it is necessary to understand the software, hardware and hardware and devices functioning on the basis of microprocessor, computer technology, as well as modern means and systems of information transmission, information exchange, providing operations for the collection, production, accumulation, storage, processing, transmission of information and the ability to access information resources of local and global computer networks the most commonly used in the educational process ICT tools include: electronic textbooks and manuals demonstrated with a computer and multimedia projector, electronic encyclopedias and reference books, simulators and testing programs, educational resources of the Internet, DVDs and CDS with pictures and illustrations, video and

audio equipment, research and projects. These ICT tools allow to enhance the cognitive activity of students to provide positive motivation for learning through interactive dialogue hypertext; to provide a high degree of differentiation of learning; to improve the control of knowledge and skills; to rationally organize the learning process, to improve the efficiency of training; to form the skills of a truly research activities; to provide access to various reference systems, electronic libraries, other information resources.

The use of computer programs in teaching a foreign language makes it possible to present educational material more clearly and accessible than orally. It is also very important that students can work in the classroom in an individual mode, advancing in the comprehension of new material at their own pace, returning to the misunderstood, if required, or to run ahead. The computer develops students 'independence and creates a favorable socio–psychological atmosphere in the classroom, giving them self–confidence, which is an important factor for the development of students' individuality Thus, speaking about the advantages of students ' work with a computer, it is necessary to name its indisputable advantages General cultural development of students, improving computer skills, improvement of the language level, creating a favorable psychological climate, increasing students ' motivation and interest in the subject, the possibility of implementation of individualized learning, Use of information and communication technologies. implementation of the feedback principle, great opportunities for visual presentation of the material, combination of control and self–control; objective and timely assessment of students ' actions, activation of students ' independent work skills. The computer can be effectively used for acquaintance, training and fixing of new language knowledge, abilities, skills, and also at the stage of their control.

The use of information and communication technologies in the process of teaching a foreign language reveals the great potential of the computer as an effective means of learning. Computer training programs allow to train various types of speech activity and combine them in different combinations, to realize the language phenomena, promote formation of linguistic abilities, create communicative situations, automate language and speech actions, and also provide realization of an individual approach and intensification of independent work of students. A wide variety of ICT training tools makes it possible to use them effectively when teaching a foreign language. In the practice of their teaching activities, we widely use specially created for specific lessons multimedia abstracts–presentations containing a short text in the specialty, the basic language formulas, clichés for abstracting and annotating articles and texts in the specialty, etc. With the possibility of interactivity, computer presentations can effectively adapt the training material based on the individual characteristics of students. Increased interactivity leads to more intensive participation in missile defense, the learning process of the learner, which helps to increase the efficiency of perception and memorization of educational material.

Currently, computer support for a foreign language course has been developed. Without replacing a textbook or other teaching AIDS, electronic

publications have their own didactic functions. The main role is played by different material, the use of which varies by teacher. The software includes training and control programs, electronic textbooks. Multimedia tutorials that visually represent the material and provide immediate feedback (instant control of learning). Interactive mode allows students to control the speed of the training material; branched structure of hyperlinks allows you to get an explanation, additional information.

Independent search of necessary information on German–language and thematic sites helps to form compensatory, social and cultural competence, develops the ability to organize independent work. Our observations show that the use of computer testing increases the efficiency of the educational process, activates the cognitive activity of students. The objective monitoring of performance by the programme completely removes bias in the evaluation of trainees. Many–sided opportunities of educational resources of the Internet in educational activity develop creative, research abilities of students, increase their activity, promote acquisition of skills which are very useful in further professional activity. Information technologies create conditions for self–expression of the student's personality: the results of their creativity can be in demand, useful for others.Although the use of information and communication technologies in teaching foreign languages is constantly expanding, nevertheless, this process is the subject of heated discussions in uzbek and foreign publications. Opponents of computer training talk about the harmful effects of the computer on the health of both students and teachers, about fatigue from working with the computer. They are of the opinion that it is necessary to carry out a great deal of preliminary organizational work of the teacher to select and prepare the necessary teaching materials in computer form.

ICT depends on the ways and forms of application of these technologies, on how well the teacher knows how to work with them, on the electronic resources used by him. Based on the study of theoretical problems of research, analysis of ICT resources and experience of practical application of these resources in the process of teaching a foreign language, we can identify a number of recommendations for teachers using information and communication technologies in their classes.

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THE ROLE OF ICT IN TEACHING FOREIGN LANGUAGES

Gazieva V.Kh., *senior teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*
Khaitova B., *student of TUIT named after Muhammad al Khwarizmi*

Abstract. *The paper deals with the problems of the role of ICT in teaching process. The importance of implementation of various kinds of tools, such as presentations, games, handouts, movies and others during classes are given with concrete examples.*

In our rapidly changing world thinking the role of ICT is going up in the sphere of medical treatment, economy, business and also education and other fields of media. Moreover, the pinpoint of the material not only directed to miscellaneous understanding of the foreign language in teaching, but also highlighting the relevance of self–inclusive learning in this very process.

The usage of ICT in education has newly started to enchant potentiality and significance of process in training on a language. It has already become a central issue in education system and has been put into utilization from preschool through to universities which could ease the task and duty of teacher and learners in teaching and learning process. [2] Quite a few implementations that teachers use in a duration of a class boosted intellectual ability of learner and ameliorated the quality of the lesson

The prior focus on the sphere of knowledge in which inhabitants receive the experience as well as acquaintance significant for productive communication, i.e. on teaching a foreign language in ICT. [3] Blended learning is understood as an amalgamation of face–to–face teaching and being able to know the ways of online systems. [4] Of learning generally, blended learning is a kind of stir of instructional modalities, delivery media, perceptive methods, web technologies, both synchronous and asynchronous.

Instructional modalities	Onsite, web–based and self–paced learning
Delivery media	The internet, classroom sessions, web–based courses, CD–ROMs, video, books or Power Point slides
Instructional methods	Face–to–face or technology–based sessions
Web–based technologies, synchronous and asynchronous	Chat rooms, wikis, virtual classrooms, conferencing tools, blogs, textbooks or online courses.

Autonomous learning

In general, autonomous learning composed of the need to make the teaching more influential and to exploit a student's potential and chiefly her/his creativity. To be independent, learners need to be able to have some choice in what, where, when and how to study. Learner autonomy involves learners being aware of their own direction of learning, so as to utilize their forces and work on their feebleness.

[5] Additionally, autonomous learning necessity students to think self dependently and also creative teachers get accustomed to support thinking capability with their learners in progress teaching the content. [6] There are 2 steps to the learning of content:

internalization	Construct in their minds the basic ideas, principles and theories that are inherent in content
Process of application	Use those ideas, principles and theories as they become relevant in learner's lives

In Addition, teachers should strive to increase critical thinking at every step of teaching and critical thinking expresses a liberating power in education.

The main purpose of teaching foreign languages with ICT is to draw in students attention and to facilitate learning for students. For this we need different tools like:

computer	For making presentations, e–sources, etc.
Projector	To show Power Point slides, movies, teaching courses, etc.
speaker	Broadcasting listening tasks
Internet	Finding e–books, online courses, searching interesting handouts..
printer	Printing handouts, tasks, e–books

What is eLearning?

The term eLearning is a vast concept-electronic learning, that describes learning cloth delivered online. It has a ton of benefits. eLearning is a time and good value way for agencies to preserve rookies updated on new strategies and important information. Training consistency is less difficult to manage when the coaching content material is delivered online. And housing the mastering material on–line makes it easy for freshmen to access it when and where they want it.

Any instructional fabric ate up online-K-12 courses to Lynda.com or the Khan Academy, to greater education, like edX, or YouTube tutorials—is eLearning. Most people have used e-Learning informally at some factor in their lives, even if they didn't recognize it used to be eLearning at the time.

Of course, when you are strolling the e-Learning and Development for an employer or enterprise it does not make tons of experience simply to put mastering material on line and tell personnel to go whole it. You need a way to create the content material itself, ship it out to learners, music completions, and construct a neighborhood round the content. This is wherean LMS comes in.

What is an LMS?

An LMS is a software platform for turning in mastering fabric online. In addition, it offers individuals equipment to manipulate training and development, enlarge learner engagement, and construct a experience of community. You can assign content to unique groups of beginners in an LMS. The gadget has tools that let you tune how users cross thru the eLearning content.

It also has tools that let novices have interaction with the content and each other—which is key.

Most studying takes locationbackyard formal instructional spaces, wherehuma ns discuss to every other and get a threat to strive out understanding and abilities themselves. Essentially, all LMS studying is honestly e–Learning, but not all eLearning is accomplished in an LMS.

To sum it up, lesson will be interesting with presentations, games, handouts, movies and others. Above mentioned discussion it is understandable that ICT instruments have changed the standart of foreign language teaching learning course. Thus, it is significant for a teacher to be acquainted with modern ICT tools and use it principally to obtain the goal of foreign language teaching. [7]

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ONLINE AUTOMATED SCANNING SOLUTIONS

Hasanov H.S., *student of TUIT named after Muhammad al Khwarizmi*
Karimova D.A., *assistant teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *Computer–aided design system — an automated system that implements an information technology for performing design functions is an organizational and technical system designed to automate the design process, consisting of personnel and a set of technical, software and other means of automating its activities.*

In the framework of the life cycle of industrial products, CAD (*computer–aided design*) solves the problems of work automation at the design and preproduction stages.

The main goal of CAD is to increase the efficiency of engineers, including:

- reducing the complexity of design and planning;

- shorten the design time;
- reduce the cost of design and manufacture, reducing operating costs;
- improving the quality and technical and economic level of design results;
- reduce the cost of field modeling and testing.
- Achieving these goals is achieved by:
- automation of paperwork;
- information support and automation of the decision–making process;
- use of parallel design technologies;
- unification of design solutions and design processes;
- reuse of design decisions, data and developments;
- strategic design;
- replacements of field tests and prototyping with mathematical modeling;
- improving the quality of design management;
- application of alternative design and optimization methods.

Robotolab.tuit.uz is a system of automated software checks for software solutions. This system is made in Delphi programming language, and each solution will test at least 100 times, and in all cases accept the correct solutions.

When using the Delphi Zlib library, the site's site views make it easy for every user to take care of all the user's solutions.

We will briefly explain to you the site's replies!

Accepted • Your solution is valid and valid

Compilation Error • Code compilation failed

Wrong Answer • Your solution is incorrect

Presentation Error • Your solution did not produce a result

Runtime Error • An error occurred while processing your solution

Time Limit • The time goes by

Memory Limit • Over Memory Limit

Waiting ... • Your solution has been added to your review

Waiting (C) • The compiler you are looking for is not compatible

Checking ... • Your issue is being tested

If the tester fails to get the expected result, the test will end in place of "Wrong answer test #" #, which means that the tested solution responds incorrectly to the fifth test.

If it is not sufficiently optimized, ie it uses more memory than memory limit, then "Memory limit test #" # ends. This means that the tested solution exceeds the limit of the # 1 test.

If the solution is put to check, then the site will have a user say "Waiting ..." i.e., wait. This program, which we will check, will enable you to check many solutions simultaneously. "Checking ..." is displayed while the solution is being checked.

If you use the time limit that is not sufficiently optimal, it will end in place of "Time Limit # #", which means that the tested solution exceeds the limit in the # 9 test.

If your solution is 100% accurate, the system will receive a note that you have been accepted as "Accept", which means that your solution has explicitly been answered for all cases and you are the number of issues you have to face in the Olympics will increase by one.

Participants in the Olympics will be in the Contest scoreboard. Here are some of the top points in the list of issues that have been solved by the participants – for example, you can see the Last Online Olympics!

Online

Прошло: 167:04:44 • Осталось: 8765625:55:15

93:38 Tursinpoʻlatova Feruza Accepted! C

R	User	A	B	C	D	E	F	G	H	+	T
1	Sunnat	+ 04:13	+2 04:09	+ 03:37		+3 03:36	+ 03:57	+3 03:23	+1 03:41	7	1776
2	Razzoqberdiyev	+ 03:11	+1 03:30	+ 03:19			-1 42:48	+ 03:16	+4 04:03	5	1139
3	Sayfullaev Doniyor	+ 04:41	+ 00:30	+ 04:37				+ 04:32	+3 04:21	5	1181
4	Shohruh	+ 03:39	+ 03:40	+ 03:40		-2 03:56		+ 03:41		4	880
5	Jahongir	+ 00:30	-9 101:14	+ 00:56				+ 02:11		3	217
6	Real Programmer	+ 02:12	-4 02:23	+ 02:13				+ 02:14	-1 02:17	3	399
7	Bekturdiyev Zarif	+ 07:12	-3 07:18	+ 07:13		-1 00:35		+ 00:29		3	894
8	Marcuz	+7 02:26		+9 20:14	-1 25:26			+7 03:43		3	2043
9	Coder	+ 29:26		+1 30:02				+2 29:37		3	5405
10	Fr13ndS((	+ 30:42	-4 31:23	+ 30:43		-1 40:53		+2 30:49		3	5574
11	clay_hackers "101100111101"	+ 29:36		+1 31:08				+ 47:17		3	6501
12	Dostonbek		+ 00:12				-1 00:14	+ 00:13	-1 00:14	2	25
13	NaZaR_IO	+ 03:51							+ 03:46	2	457
14	Shamsiddinova Madina	+4 29:30		+ 30:10				-2 30:41		2	3660
15	Ergashev Shaxobiddin	+ 31:32		+ 31:42				-3 31:55		2	3794
16	Talaba qiz	+ 32:02		+ 32:15						2	3857
17	To'laboyeva Nasiba	+		+				-2		2	5335

As it turns out, the number of participants is equal to the number of issues they are working on, and they will be at the bottom of the fines they receive over time, with the fastest and optimal solution available.

THE ROLE OF ICT IN LEARNING AND TEACHING FOREIGN LANGUAGES

Ibragimova N.A., *senior teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *This paper analyses the role of Information Communication Technologies (ICT) in learning and teaching foreign languages. Merits and demerits of ICT introduction in learning process are given. Moreover, the main goal of technological breakthrough is presented.*

Information Communication Technology (ICT) breakthroughs have brought new opportunities to restructure the language learning/teaching settings. Nowadays, ICT has opened new avenues and brought new challenges to language learners as well as teachers. The responsibility of learning tasks has shifted towards the learners and this has dramatically changed the roles of educators [1].

The main purpose of using ICT (information and communication technology) for learning a foreign language is to form foreign language communicative competence and develops a personality of the student who is able and willing to master a foreign language as a means of communication. Formulated goal is complex and includes 4 components: practical, developing, educating, general educational. One of the important factors is teachers' knowledge and skills in using

ICT in education process. The model proposed by Mishra and Koehler is used as a framework for the analysis of the interview data. They suggest that teachers' use of technology is guided by the dynamic relationship between teachers' technological, pedagogical and content knowledge. [2]

Multimedia technologies give new opportunities for teachers to abandon the routine activities of teaching characteristic of traditional teaching, enabling them to use intellectual forms of work, free from the presentation of a significant part of educational material and routine operations associated with the development of skills and abilities.

The advent of information communication technologies has dramatically changed routines and practices in most spheres of life. Defenders of technology in education often contemplate similar dramatic changes in the process of teaching.

The purpose of learning a foreign language is the communicative activity of students, that is, practical knowledge of a foreign language. Tasks of the teacher are to intensify the activity of each student in learning process, to create situations for their creative activity. Main purpose of teaching foreign language at educational institutions is to educate a person who is willing and able to communicate and who are willing and able to receive self–education. Part of the problem, we argue, has been a tendency to only look at the technology and not how it is used. Introducing technology to the educational process challenges learners in several ways. Participation in various international programs, the opportunity to study abroad imply not only a high level of proficiency in a foreign language, but also certain personality traits: interpersonal skills, the absence of a language barrier, knowledge of international standards, a broad outlook, the ability to "give" yourself. As a rule, when performing various tests while entering a higher education institution or participating in contests and competitions, the Unified State Exam sets a strict time limit for the performance of each task, which requires a special type of training. To achieve all of these goals, of course, an effective help to the teacher is provided by the use of information and communication technologies in teaching English [3].

Currently multimedia technology is widely used. The term "multimedia" means: a multi–layered environment. Such information media are: text, sound, video. Software products that use all these forms of information are called multimedia. The use of multimedia teaching aids is a logical stage in the development of pedagogical technologies.

The educational space today is filled with computer–based educational programs, in the development of which experienced teachers, programmers, psychologists and designers take part. They are a good help in learning and orient students to a free and independent pace of learning. Control of knowledge is made immediately with a guarantee of transition to a new level. The effectiveness of training sessions is enhanced by the use of such multimedia textbooks on electronic media.

Advantages of using ICT in teaching foreign languages are the following:

– allows adapting educational materials in accordance with specific circumstances and student needs;

– allows to access the latest news and the most relevant materials in the network

sources;

– make it possible to combine methods of working out basic skills (through the use of texts, images, audio and video, etc.);

– increases student engagement.

Research showed that, unlike traditional educational (printed) manuals, ICT is not just enables foreign language teacher to present a new material using several channels at once, but also provides willing to apply innovation and creativity in organizing a lesson. The teacher gets the opportunity to use different materials for each new lesson, and not just follow the assignments of the textbook.

The introduction of special interactive data and tests improves feedback, providing a faster and more effective "feedback" not only in terms of correcting errors, but also creating relevant comments and recommendations. In addition, computer programs and tasks can be adapted by teachers to meet the specific needs of students and their language level, in contrast to textbooks produced in a single format, depending on the possible difference in preparation and features of perception.

Specialists in the field of rapidly developing today computer lingo didactics note the following advantages of ICT use in learning environments do exist. First of all, the possibility of individualization of the educational process is crucial. Student can choose own educational route and follow it in convenient for pace and, if necessary, to return to the subject material. Another important advantage is the mobility of the course, so both due to the presence in the e–mail system and the forum of teachers and students gives opportunity to implement the reverse communication, including consultations at any time convenient to them, which allows using study time more efficiently. It should be noted and authenticity of educational material used is important. Due to network technologies, authentic text, audio and video resources creates a foreign language environment. Other common advantages in the literature are accessibility and a variety of educational material, a variety of approaches and techniques, interactivity and handy learning management tools by processing information [4].

In conclusion, it is important to note that ICT based learning opens new horizons for the teacher; therefore, the competence in pedagogical design becomes one of the most important competences of a modern specialist in the field of education. Where, ICT evolution is not about software growth, but competent methodical dynamic content design and course structure based on ICT.

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LEARNING ENGLISH IN THE AGE OF INFORMATION AND COMMUNICATION SOCIETY

Kadirov J.Sh., *student of TUIT named after Muhammad al Khwarizmi, the faculty software engineering*

Musayeva F.M., *senior teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*

Abstract. *The article deals with the various, innovative strategies of learning English, especially implementing new technological approaches and their expected results are given with concrete examples.*

At the end of the XX century, humanity has entered a stage of development, which was called the information society. But the judgment "We live in the age of information and communication" is not quite true, since both information and communication have always been in our life. Throughout the thousand–year history, human society has accumulated knowledge and improved ways of storing and processing information. First, writing was distributed, then the printing press, telephone, television. With the entry of computer technologies into the society, the possibility of the efficient processing and presentation has appeared. This has made it possible to efficiently process large streams of information and create new approaches in learning process. But at the present stage in the development of the information culture of a society knowing foreign languages becomes obsolete very quickly, and a person is forced to "learn all his life". The huge amount of knowledge accumulated by mankind forces everybody to look for other approaches to the organization of learning languages, especially English.

Nowadays, there are a great amount of learning strategies of learning English, such as:

- Learning in the cloud
- Learning in a dream
- Virtual Reality
- Artificial Intelligence
- Biometrics

Learning in the cloud

To this practice in the format of the experiment have already passed several American schools. Of course, doing homework for example, writing an essay in a

Google doc will not make a revolution in learning, but it will be one of the ways of lifelong learning, including if it is about English. Now, textbooks will be available "in the cloud", a library with English–language books and magazines — as well, and a motivated student will be able to study English from anywhere and in any situation.

Learning in a dream

Scientists have repeatedly exposed the charlatans and have repeatedly argued that the method of teaching in a dream is anti–scientific, but new aspects have appeared. Now researchers are trying not to teach something in a dream, but to consolidate what has been taught during the lesson. And with the help of certain technologies (a special mask for sleep, aromatherapy, etc.), according to the experiments, they succeed. It might be predictable that maybe soon students will come to the lesson 100% ready with their home assignments, new ideas, fully assimilating the material of previous lessons.

Virtual Reality

Virtual reality will allow students to immerse themselves in the language environment, not moving anywhere, and augmented – to get an idea of any subject, even if it is not physically at hand.

How does this help us? Imagine that you can take a walk with students around London, calling sights on the move and asking the "local" road. And in the classroom and at home, students will not need any stickers attached to objects to see what they are called in English.

The technology, of course, is not cheap and not simple – it requires not only "hardware" (special glasses), but also "software" (special training videos). However, companies VirtualSpeech, AltspaceVR and Immersive VR Education already offered to dive into the world of the English language.

Artificial Intelligence

While we ask Alice or Ok–Google what time is the next session of a fresh blockbuster, somewhere they are already teaching and testing the program – the future teacher of English.

It sounds dangerous, but scientists and developers are sure: artificial intelligence will not deprive teachers of work, but will simply help to concentrate on more creative tasks. So, a chatbot can explain to the student the difference between Present Simple and Present Continuous by talking simply in their everyday life. Besides that it is able to test the progress by asking questions corresponding to the level of training and materials. And artificial intelligence is able to perfectly imitate "live" dialogues.

Over time, artificial intelligence will make a personalized lesson plan, based on BigData, received from each student: his psycho–type, temperament, academic performance in English and other subjects, grades for recent tests, typical mistakes, etc.

Biometrics

Previously, this technology was in the interest of military and security specialists (fingerprints, retinal scanning, etc.). Now, however, it was noticed by specialists in training, including machine learning.

Using eye–tracking technology (oculography, eye movement tracking), a computer will track how, in what sequence, with what interests, with what accents, and delays of attention, a student perceives educational material. Then, artificial intelligence will analyze the learning style of a particular student and adjust the presentation of educational material for him.

In conclusion it should be noted that the development of information and communication is forcing humankind to learn foreign languages, especially English. Wide range technologies of learning English, including learning in the cloud, learning in a dream, virtual reality and artificial intelligence help language learners to organize their learning process in an efficient way. For example, availability of books "in the cloud" motivates learners to study English anywhere, while virtual reality is handy for them to imagine themselves in the English environment. Scientists and developers believe that artificial intelligence assists teachers to plan their teaching in a productive way. The features of biometrics, namely fingerprints, retinal scanning shows the degree of how the student perceives materials.

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EFFECTS OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Kamardinov N.S., *student of TUIT named after Muhammad al Khwarizmi, the faculty software engineering*

Musayeva F.M., *senior teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *This article is dedicated to the implementation of artificial intelligence in educational experience of the present and future. The use of AI (artificial intelligence) in achieving adaptability and personalization of the educational process, quick adjustment the course as well as some examples of AIs, being used already around the world are given in this article.*

There is no doubt that the implementation of digital technologies in the learning process really helps teachers and students to achieve the best results. Especially, artificial intelligence has already proven its effectiveness in the online study of English. The convenience and flexibility of using digital technologies are

attracting more and more teachers with the opportunity to fully immerse students in the subject. You can explain in as many ways as you like, show on your fingers, draw on the blackboard, show pictures and diagrams, but cannot achieve such an effect as with virtual reality technology.

Digital technologies will completely change the established model of education. First of all, students will never fall asleep in class, because the classes will be interactive and this will attract them. Secondly, the use of AI (artificial intelligence) allows for adaptability and personalization of the educational process, which is impossible to achieve in a traditional lesson. Thirdly, the system of digital assessment of the student's progress in AI allows the teacher to quickly adjust the course. Moreover, the AI allows learners to assess the level of student and select the most effective learning format at an early stage.

The process of learning with AI is more interesting and productive unlike traditional lessons. Instead of boring written words and phrases on paper, words are learned in an interactive format. Learning with AI is never boring, because the possibility of a constant change of activity does not disperse attention and helps to focus on the lesson. Algorithm that takes into account many factors, such as initial level of knowledge, previous experience, quality of perception of information, level of digestibility of educational material allows adapting content to a specific student. According to this statistics the training format is selected, in which the student will be able to perform both creative tasks and the more familiar program.

In the process of learning English, AI allows individuals to automate system fully or partially and make full–fledged analytics of all processes such as selecting a teacher to a specific task, checking homework, as well as training, which could not be completed correctly at the first time, will be automatically issued for repetition and consolidation. After implementation of AI, it will be available to track student’s progress at all levels, and results can be seen by a student himself, by a teacher, and even parents of a student and they will be able to help the student to achieve better results. For example, lexical and grammatical skills are developed through practical interactive tasks, such as collecting the words, writing the correct version, or choosing the right variant, wherein all the words given with a picture, voice acting and translation.

Working with AI is also very useful for training teachers themselves, where they can identify the reason of changing the curriculum by program, what factors are taken into account and what progress make the student in his result. Sometimes teacher can react with kind of emotional influence to some student, as a result, we will skip something important, underestimate or overestimate the level of knowledge and capabilities of the participants. That is why AI is important, it will do it impartially and in accordance with the level of knowledge of the participants, their capabilities and interests.

There are many AIs which already used in education system around the world. Great example is ThinksterMath. It is a platform, which helps teachers track student performance, combining AI and machine learning. Thinskter uses AI to visualize the student’s thinking process when student working on mathematical

task. The system creates Skills Assessment of students to identify their strength and weaknesses. Training platform gives special worksheet to students. After submitting worksheet AI helps to understand why student makes a mistake, as a result a teacher swiftly accelerates their learning. The goal is to personalize the learning strategy of each student based on performance data.

Another example of AI is Netex learning. Using this technology teachers can construct curriculum. Netex gives a chance to create personalized materials for students. After that, materials can be published on any digital device, providing tools for video conferences, customized assignments, online discussions and learning analytics that clarify every student's improvement in visual representation.

But no matter how tempting the idea is to fully robotize the learning process is still impossible, at least in the next decade, because of several reasons. Let me discuss two of them. First, the role of the teacher in the educational process is not only the information carrier, but also the mentor, who always has a sense of responsibility to the students. And it is more available for a person to work out the right reactions to different life situations than to a machine, that will choose the right action not intuitively, but by analyzing thousands of possible options. Therefore, the AI should be considered as an effective teacher's assistant who makes high–quality analytics and personification of the educational process. Secondly, we should not forget that the AI is well trained, but he can learn both good and bad, so it is necessary to strictly limit the scope of his influence on students. Moreover, if you do not control the educational process, then the question arises of who will be responsible for AI errors, which can harm not only the assimilation of the curriculum, but the purely personal qualities of the student. After all, it is the teacher who is one of those people who form the personality, attitude to any things and events and have a great influence on our worldview.

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USING SOCIAL WEBSITES TO DEVELOP STUDENTS' WRITING AND INTEGRATING MOBILE APPLICATIONS TO LEARN LANGUAGES

Khusanova S.A., *University of World Economy and Diplomacy, ESL teacher*

Abstract. *The article is devoted to study effective usage of social networks to develop learners' writing skills and to emphases positive influence of mobile applications on learning languages.*

The development of Information and Communication Technology (ICT) is enhancing tendency of using them in EFL learning and teaching. Nowadays, ICT is closely connected to every aspect of our everyday life and education is not

exception. The integration of ICT and language learning is the process which previews future changes in methodology of teaching foreign languages.

A number of websites are already being used by EFL (English as a foreign language) teachers without special competence in using advanced technologies. These sources are the following: Listen and Watch http://learnenglish.britishcouncil.org/en/listen–and–watch (news articles on different topics with a sound recording and a resource book which can be used as self–study materials), The BBC News http://www.bbc.co.uk/news/video_and_audio/ (short summary of news), Breaking News English http://www.breakingnewsenglish.com/ (for learning situational English and slangs), Monthly News Digest Online http://www.englishclub.com/listening/news.htm (library of free video), Daily ESL www.dailyesl.com (for practising intonation, rhythm and intonation) and other various internet sources.

According to some methodologist research about 100 social media are being used for educational purposes particularly language learning. Sources should be used wisely as some materials can be suitable for students but not so efficient for other learners. Another factor that should be taken into consideration is developing technology that needs to be updated frequently [Sitthirak]. Moreover, advanced technology and social media extends the possibilities for planning the lesson in a better way. Social media gives endless resources for engaging students in class activities [Kajornboon].

The most important factor in conducting language lessons with help of technology and social media is that IT literacy and language skills develop simultaneously. However, the roles of the teacher and the student cannot be the same as in traditional teaching and learning. The teacher is advised to take into account daily needs of the students and adapt to the conformity of the learner [Dhanya].

Language learning process is complicated itself. It demands hundreds of hour’s dedication. However, with the help of ICT these challenges can be overcome in much easier way. The main reason for using ICT in language learning is a possibility to practice unlimited number of reading materials, continuously check the progress in language learning by some websites for testing and assessment, seeking for online help and having interactive learning with other students around the world.

The main purpose of using Facebook for education is to enhance the writing abilities if the EFL students, to build positive attitudes of students in language learning, to encourage a collaborative environment, to increase motivation and student participation and to sustain teacher–student relationship.

One the examples of using Facebook for improving writing are spelling activity. Teacher asks students follow the publication and try to find spelling mistakes in the sentence. Afterwards, teacher should explain the mistake in order to avoid repetitions of the same errors in the future. For example,

Misused tenses

(Incorrect): As a result, the discussions can help students to understand better before they faced the final examinations soon.

(Correct): As a result, the discussions can help students to understand better before they face the final examinations soon.

Explanation: Use the simple present to express idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens.

Another important point in surfing the internet for educational purposes can be being aware of internet jargon. The are several reason for this; first of all, understanding slang in modern life, using word, words or phrases of internet slang for developing listening, reading and sharing the material with peers. Basic abbreviations which all the user should know are the followings: AAMOF (as a matter of fact), AFK (away from keyboard), AKA (also known as), ASAP (as soon as possible), BOT (back on topic), CYL8R (see ya later), DIKU (do I know you), DND (do not disturb), F9 (fine), G2G (gotta go), G4U (good for you), H&K (hugs and kisses), HOAS (do not disturb), IDK (I do not know), IMO (in my opinion) and others.

In conclusion, integrating social networking and mobile application in language teaching and learning is the process that demands great effort. So that, the following steps need to be considered:

- In order to engage students with technology teachers should be enrolled in the process themselves;
- Students should not be distracted by social media and go far away from learning objectives;
- Teachers should select the applications carefully;
- Teachers should think how some mobile applications and Facebook communication can be made much informal and used as extra sources or homework.

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INFORMATION TECHNOLOGIES IN TEACHING ENGLISH LANGUAGE

Kholmurodova M.A., *teacher, Tashkent State Agrarian University, Department of Languages*

Abstract. *Modern computer technologies today are used in all spheres of human activity. Training a specialist in any field of knowledge includes at least mandatory user training, computer literacy is becoming one of the components of the modern understanding of an educated person. That is why today it is necessary to pay serious attention to the use of new information technology tools in teaching English.*

The use of IT in English classes is a very important part of the system, which is necessary for the development of interest in the English language and information technology itself, by expanding ideas about the fields of application of computers and computer science methods.

Computer technologies are used in teaching almost all subjects, open access to new sources of information, increase the efficiency of independent work, provide new opportunities for creativity, the acquisition and consolidation of professional skills, allow to implement fundamentally new forms and methods of teaching. It is quite natural that teachers of foreign languages, especially English, appreciated their potential[1].

Today, the methodical standard of teaching foreign languages is, of course, the communicative–oriented method, which models the process of communication most closely to real conditions. Providing conditions at the university that will contribute to the implementation of this method is very difficult. But with the advent of the computer, new and more effective ways of solving the above problem have appeared. Many authors who develop this problem note that a computer is the most appropriate tool in teaching a foreign language, the purpose of which is interactive communication[2].

Using the latest developments in the field of teaching foreign languages based on the use of multimedia technology, the learning process has moved to a qualitatively new level – now we can say with confidence that even in the conditions of university education, that is, strictly speaking, artificial communication, we can simulate real situations, natural communication.

Several advantages of computer–aided English language teaching should be highlighted:

1. Creating a favorable psychological climate, increasing the motivation to learn English.

2. Methodical advantages of computer training: a greater degree of interactivity of training than when working in the classroom or language laboratory; the ability to independently choose the pace and level of tasks performed in accordance with the principles of individual training. In addition, as noted in the National Report of the Russian Federation “On Education Policy and

NIT", the speed of mastering grammatical structures and vocabulary accumulation when learning a foreign language using a computer increases by a factor of 2–3.

3. Technical advantages of teaching English using a computer: the ability to perform technical translation; use grammar and spelling checkers; the use of multimedia, interactive video when teaching speech. Graphic capabilities of a computer highlight this method of teaching against the background of traditional ones and allow to realize the principle of visualization of training. The educational value of computer networks, both local, connecting several machines in one educational institution, and global, uniting millions of users around the world, is almost invaluable.

4. Improving the professional level of teachers[3].

But in spite of all the advantages, the enormous potential that computer training has, is far from being fully utilized due to the problems associated with the relative novelty of this method. Among them are the poor equipment of universities with modern technology, the lack of high–quality software, due to the fact that no clear standards and criteria for evaluating efficiency have been developed, as well as sometimes dismissive attitude of the creators of programs to the theory of teaching foreign languages.

Based on the analysis of the literature on this issue, we can single out the following options for the use of information technology in teaching English:

1. Systematic use of information technology as a means of learning (faculty and IPS).

2. Fragmentary use of information technology.

3. Implementation of the entire course of study using a computer.

Thus, we can offer the following options for the use of new information technology tools in the process of teaching English:

1. Conduct current and final test sessions (by topic, section, course) using diagnostic, test programs in vocabulary and grammar.

2. Use of pedagogical software (PPS) as: one of the ways of introducing new vocabulary or grammatical material in cases where it presents a certain difficulty (it is difficult to semantise lexical units, or there is no motivated basis for using lexical or grammatical material).

3. The use of tool software (IPS) – reference books, dictionaries, spelling checker programs – for students to perform independent creative tasks, translations for home, analytical reading and other works, as well as for the teacher, as a tool for creating tests, training programs, automate the process of processing the results of the educational process, etc.

4. The use of telecommunications mainly in extracurricular time (tasks for independent implementation, joint projects, both in English and in other subjects).

Modern computer technologies today are used in all spheres of human activity. Training a specialist in any field of knowledge includes at least mandatory user training, computer literacy is becoming one of the components of the modern understanding of an educated person. That is why today it is necessary to pay

serious attention to the use of new information technology tools in teaching English.

The communicative method implies the construction of the learning process as a model of the communication process. Consequently, we need to find a form in which the content of communication functions, it will be an adequate basis for the selection and organization of speech material. Of great importance for the success of learning to communicate in a foreign language will be properly organized teamwork and a communicative–oriented construction of the educational process as a whole. It is obvious that success from the joint activities of a student and a teacher depends largely on the organization of this activity. Effective knowledge of a foreign language implies first and foremost the ability to work independently on learning a language, maintain and constantly increase one's knowledge, improve skills, develop a communicative and informational culture. In this regard, the student's independent educational activity as the basis of productive language education becomes the most important component.

The peculiarity of the modern educational process in the university is a significant amount of individual self–study of the student, whose capabilities are now expanded, including through the use of modern information and educational environment. According to the analogy with the informatization of society, one can speak about the virtualization of professional communication in the Internet space; the system of teaching students of a non–linguistic university of professional intercultural communication should be focused on the computer / electronic / virtual environment of intercultural communication of specialists.

Teachers in all countries of the world are becoming increasingly aware of the benefits of the skilful use of modern ICT in education. ICTs help solve the following problems: improving learning processes, improving educational results and motivation, communicating online and implementing joint projects, improving the organization and management of the educational process. This is not surprising, since the opportunities that ICT provides for the development of an innovative economy and modern society have become available for education. Before the teachers, the challenge is to organize the student’s learning activities in such a way as to provide the greatest motivation for learning. In carrying out collective tasks, students focus their attention not on the form of statements, but on the content. The purpose of the joint activity is important – to find out new information and record, evaluate it, compare different points of view, discuss the problematic tasks together, take part in the discussion. In the process of performing interactive tasks, students show autonomy and creativity, and are not passive performers of speech actions.

Interactive forms of training just allow you to simulate such situations. As you know, learning a foreign language is learning to write, read, listen and speak. And it is learning to speak is one of the most difficult tasks.

Teachers are increasingly interested in working with educational forums, since the forum is designed to discuss topics in a foreign language, is excellent for

discussion, it really develops students' speech skills, activates their use of the vocabulary of the specialty language.

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THE ROLE OF IT IN EDUCATION SPHERE

Kulmatova G., *student of TUIT named after Muhammad al Khwarizmi*

Kadirova F.X., *assistant teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*

Abstract. *This paper discusses the role of technologies in education sphere. This topic is important because technology is increasing and entering very fastly to human's life around the world. This paper gives information about impact of technologies and their advantages in education. The paper then concludes with how is the useful of IT and it can make our teaching more effective and interesting.*

Nowadays, education can not be imagined without information technology, so all of us have started to use the term "new pedagogical technology." One example has completely changed the capabilities of personal computers. Internet and computers have created enormous opportunities for introducing new pedagogical technologies into the education system. Reforming the education system in the conditions of independence of Uzbekistan is primarily connected with the introduction of advanced information technologies in the education and training system. These discoveries allow for the development and maintenance of large–scale information and their rapid dissemination through communication networks. Connecting computers to one another and setting them up together allows the creation of a new powerful technological system using network protocols that use the common protocol. They unite people, their homes and offices, and in a very short time develop and fulfill a large number of enormous tasks. It radically changes the nature of the information and the communication structure.

However, computer networks allow you to communicate with all points on the globe. This creates new opportunities for communication between teachers and

students in the education system. The novelty and peculiarity of information and communication technologies in the context of human development is that they are almost entirely in the field of human activity, and that they can be used in unrestricted places and in their use. Such information and communication technologies allow overcoming barriers to human development through three key priorities:

1) Overcoming barriers to knowledge acquisition. Using information is crucial to shaping human capacity for learning. If education leads to the development of cognitive skills, information is needed to ensure a meaningful set of knowledge. The Internet and the "World Wide Web" serve as a channel of information for all social groups;

2) Loses access to social life. The opportunity to communicate with the world through the Internet has enabled many global civic initiatives in recent years. For example, an attempt to provide feedback in the education system;

3) Loses the barriers to the expansion of economic opportunities. The most rapidly developing sectors are information and communication technologies and related fields and education. New information technologies are dramatically expanding access to information and communications. E–mail, electronic libraries – sites provide unlimited access to the education system, loose any boundaries, and get access to academic and scientific information from anywhere in the world.

Information and educational activities.

Globalization of the problem of education – from raising seminars to revealing the essence of terrorism and religious extremism – raises the importance of information and educational opportunities of electronic networks. New information technology enables science and education to link up more closely and effectively with channels, such as delivery, replenishment and reassessment of collected information. Today, science is a key, superior tool for the development of the education system. This is not always the case; advanced information technology has changed the importance of science in the education system. Society creates not only the development of science itself, but also a new scientific structure related to the education and training system. *The Future of Education*. Currently, about 2.5 billion unique Web pages are available on the Internet and 7.3 million new ones are added daily.

Today, the number of mobile phones that provide wireless access to the Internet has exceeded the number of computers connected to the Internet. At present, the volume of electronic commerce is 233 billion dollars. With a growing number of users, information technology is limited only to the human dimension. Ideal, the problem of educating every grown person requires the education system to generate aspirations from the younger generation not only to the achievements of national culture, but also to the accomplishments of the culture of the universal world. The idea of bringing up an adult is one of the key ideas of national independence. It is estimated that technology has invaded in every industries and for almost every services.

Several institutions have adopted IT inside their place and reaping their fruit however on bird's mind there may be few left–outs who are still demanding authenticity. This is the day and age of technology. This is the era when the world has become a smaller campus and humanity are looking to make it smaller still. No matter where you look you can feel the effects of technology. There were the days when institutions used to find it hard to keep their records, communicate with all the stakeholders, and do each and all without facing different problems at all. This is applicable to the world of education as well. Things are becoming easier and more comfortable now even as people are becoming smarter and institutions reflect that change as well. In the educational process of general education schools the following opportunities are provided to the teachers and pupils by means of information technology, in particular:

–learn new methods of data collection and application;

–the scope of the children's thinking is expanding, and the interest in learning increases;

–the role of independent work increases and improves effectiveness;

–helping the child to develop mentally, emotionally–aesthetically, increasing their positive abilities.

Using computer and information technologies, new opportunities are created for the development of education, teaching activities and creative thinking of students. Information technology enables the integration of life into the learning process. There is an opportunity to closely tackle learning with future professional activities. With the use of information technology, the student needs to realize all the capabilities of the student: through computing tools, he must strive to realize his / her talents, ethical, creative, communicative, and aesthetic abilities. To transform computer and information technology into a full–fledged personality development tool, the teacher himself must be knowledgeable in the field of information technology.

Particularly, interactive lessons using multimedia technologies will be effective. In the usual lesson, the teacher describes the content of the lesson, and the students are listening, seeing, remembering, and writing their notes. They accept any information ready. On the contrary, interactive learning allows students to actively participate in the learning process. The kids just do not listen. They ask questions, express their opinions, seek to understand more clearly the incomprehensible parts of the learning material, contradict themselves, come up with conclusions and solutions. Interactivity is achieved by both parties: both teachers and learners are active, collaborate, and achieve shared goals. No student will be left out of the main job in the classroom. Everyone reads, everyone teaches one another. Interactive lessons combine the good aspects of traditional teaching methods and individual computer training with teacher instructor. The computer becomes an active assistant to the teacher. The use of computer slides will be interactive, along with the content of the content offered for learning. In explaining the subject, the teacher will provide information on the slides as illusory. Images,

graphs, tables, diagrams, formulas, voice interaction, multiplexing elements are presented together with the teacher's comments.

Multimedia–based in–class interactive tutoring contributes to the diversity of children with a degree of preparedness to be well–acquainted with the subject matter and the desire to expand their knowledge.

In the conclusion, the use of IT and others can make our teaching more effective and interesting. This use of old textbooks and methods of learning are a bit out of this world, since students are all surrounded by this new technologies which are developing very fast. This does not mean that we have to trash all old methods and textbooks but it is important to incorporate technology to make lessons more enjoyable, creative and effective. Do not underestimate the power of technology! You stand no chance of being called “the cool teacher” if you keep neglecting the use of educational technology in the classroom. The benefits of technology integration described above should convince you of the fact this form education is great for both students and teachers. It is a good thing to incorporate technology if it is used correctly. Even though having technology in education is a good thing. It will put more work on the teachers. Wherever there is light, there is a shadow. Technology can make you fly higher and higher in the sky but at the same time it can even your life with its negative features. IT can enhance your knowledge at the same time it can even lower your grade in education.

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TESTING AS A METHOD OF CONTROL AND MONITORING OF KNOWLEDGE WHEN TEACHING FOREIGN LANGUAGES IN DISTANCE EDUCATION

Mukhitdinona M.R., *PhD student, UzSWLU*

Abstract. *The article is devoted to test quality control of knowledge in teaching foreign languages in the modern education system. The testing method allows not only to consolidate the knowledge and skills gained, but also to identify students' gaps in the passed material, allows the teacher to adjust the further curriculum in accordance with the results of the tests and pay more attention to poorly mastered material. When compiling tests in foreign languages, it is necessary to select such tasks that cover all grammatical, lexical, phonetic aspects, suggest that students perform several exercises on one topic, and minimize the chance of students choosing any of the answers. Test assignments activate mental activity; teach students to work independently and perseverance. The author comes to the*

conclusion that despite such shortcomings of this method as the probability of guessing the correct answer, addiction to working with ready–made formulations and the inability to reveal individuality is the most promising form of knowledge control that complies with the principles of humanization of education, improves the quality and assimilation of the material taught necessary for a qualified professional.

An important and integral aspect of learning in any form of education is the control of students' learning activities, including the test one, which, when learning using distance learning technologies, becomes one of the leading ones. At the same time, a number of psychological and pedagogical problems of using Internet testing in distance learning arise. In connection with the strengthening of the role of information and communication technologies in the educational process, there is a tendency to move from the traditional forms of monitoring the definition of the quality of education to computer testing. The effectiveness and feasibility of such control with the use of these funds is largely determined by the quality of the testing material, its objectives, the methodological soundness of their consistency, the systematic nature of its conduct, and the specificity of the academic discipline itself.

A test always involves measurement. The most effective form of control is currently control in the form of test items. The test control of a foreign language is the level of language proficiency achieved by students for a specific period of study. [5] The teacher assesses the level of pupils knowledge, how much they have understood and mastered the material, and how they can use it at the right moment. Therefore, control is part of the lesson.

Last time instead of the traditional concept of "control", the concept of monitoring has increasingly begun to be used. Monitoring is a continuous control actions in the system “teacher–student”, allowing to observe (and adjust as necessary) the progress of the student from ignorance to knowledge. Monitoring is a regular monitoring of the quality of learning and skills in the learning process. A specific method of testing and assessing knowledge is exams, which are also a means of state control over the work of educational institutions. In the modern school of Uzbekistan, transferable exams were introduced in 2005, and the system of their implementation was constantly changing. With the introduction of examinations, special questionnaires were prepared in advance, taking into account the individual characteristics of each shoolchildren. [6]

Monitoring individual achievements of each student in education is becoming public policy in some countries. For example, in the United States and in 2002, a law was passed on the mandatory tracking of the results of each student in order to provide pedagogical assistance in a timely manner and increase the level of knowledge –No Child Left Behind. [1] In accordance with the adopted monitoring for each of the school subjects, including foreign languages. At the same time, the total score in all subjects is not calculated, since such a tactic “masks” insufficient achievements in one subject at the expense of others.

Competently built monitoring of the educational process is one of the necessary components for the success of distance learning. The purpose of monitoring is to correlate the educational goals with the results achieved, the curriculum with the actual course of the educational process, with readiness of students and learners to interact through telecommunications in the information environment, analyze the effectiveness of the methods and forms of training used, extract the necessary lessons for correcting and updating the course in whole (substantive and procedural parts), etc. The leading function of monitoring is not just collecting and providing information, but building on the basis of the information received specific technologies of all employees of an educational institution involved in the creation, promotion, implementation, etc. distance course.

Currently, there is an urgent need to identify the basis of the rating system of assessment as a means of developing the high school student's self–assessment in the pedagogical space of the educational institution. The main condition for choosing the methods of measuring and assessing students' competencies is the possibility of using them to carry out multidimensional measurements, carry out a comprehensive assessment, determine the integrated qualities of the personality.

Modern didactics distinguishes methods of oral, written, practical, method of observation and testing. Separate scientists distinguish methods of graphic and practical, laboratory and programmed control (Yu. K. Babansky) and the method aspect of research in the field of diagnosis of language development of students has become the use of the results to track the process of language development of students. [2] It was believed that such monitoring in foreign language education is not only important for obtaining a more objective pedagogical forecast based on the “learning history” of each individual pupil.

Language skills (lexical and grammatical), which refers to the skills of operating with linguistic material (inflection, word positioning, shaping, etc.), are formed on the basis of grammatical and lexical knowledge in the process of performing language exercises. Therefore, their testing is also carried out with the help of language, formal, nonverbal exercises. These skills can be tested isolated from a particular type of speech activity, since they do not depend on the communicative situation; they indicate the level of linguistic knowledge of the students.

The assessment of the quality of teaching foreign languages at school on the basis of language testing is such an analysis of the results of language testing, which allows uncovering unused reserves of learning efficiency and measuring achievements, creating new opportunities for improving the effectiveness of the language to students. [4]

The testing method has many advantages. Being an integral part of the lesson, it gives the student the opportunity to work at his own pace, with a gradual transition from one level of development of knowledge to another. Test items give time to think about how well the material is learned. When testing is used to consolidate language knowledge, it is concluded that both grammar and vocabulary

will be better understood, which in turn will enable the teacher to adjust and plan the further educational process in accordance with the results of the tests conducted and to pay more attention to poorly mastered material. [7]

The main difference between traditional control tasks and test tasks is that the last ones always involve measurement using a special scale (matrix). Therefore, the grade given on the basis of the test results is distinguished by greater objectivity and independence from the teacher's possible subjectivity. The standard form of tasks at the same time provides efficiency in work and ease of calculation of results.

From the foregoing, we conclude that there are such control functions:

1) diagnosing
2) corrective
3) estimated – educational

There are also learning – developing, stimulating, motivational controls. A stimulating effect on pupils' learning is exerted by control, which increases motivation. The pupil himself, in the performance of independent work, assesses his progress, conducts self–assessment of his activities, and in the course of control himself corrects his actions. Sources of the training function are the consolidation, improvement of knowledge, skills and abilities in the process of performing control tasks.Foreign language proficiency testing comes within the context of the general, expanding test application trends in various areas of study and control. In the subject–specific field of linguodidactic testing, at present one can speak of an exceptionally positive attitude towards tests as a means of measuring language knowledge and skills. [3]

Summing up, it can be noted that the use of tests in a foreign language class is one of the indispensable conditions of the modern educational process. The great advantage of tests compared to other forms of work, along with the introduction of electronic means of communication and distance learning into the learning process, will contribute to the ever–increasing role of work with test tasks in foreign language lessons in modern secondary and higher education. This allows us to conclude that the assessment of the quality of teaching foreign languages on the material of testing remains a serious problem, and the relevance of its solution increases especially in connection with the transition of the school to universal test tests in the form of a unified state exam in foreign languages.

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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING STUDENTS OF NON–LINGUISTIC HIGHER EDUCATION INSTITUTIONS A FOREIGN LANGUAGE

Rakhimova S.Y., *student of TUIT named after Muhammad al Khwarizmi*

Makhkamova M.Z., *teacher of TUIT named after Muhammad al–Khwarizmi*

Abstract. *Effective learning encourages the teacher to determine what “works” in the learning process. Students' application of ICT funds in a lesson receives the greatest development. The most interesting is the work with the use of the Internet. From the didactic point of view, the advantage of the Internet over traditional teaching aids lies primarily in the availability and relevance of authentic materials, as well as in facilitating and accelerating inter–ethnic communication.*

Modern computer technologies have permeated into all areas of our life, including education. An English teacher can find in ICT tools not only a way of teaching the language, but also lucrative options for presenting creative ideas. Obviously, the previously used forms and methods remained relevant, but now new ones have been added to them using ICT. The use of modern technology in the classroom change the attitude of students to the subject. In preparation for lessons, ICT tools help to monitor changes in the language taught, traditions, culture of other countries, methods of teaching a foreign language in our country, use the experience of other teachers and present their developments.

It should be noted that no matter how tempting it is to use ICT tools in the classroom all the time, nothing can replace a teacher and live communication. Computer technology should be one of the components of the educational process and applied where appropriate.

The study of foreign languages in modern society becomes an integral part of the professional training of specialists of different profiles, and their further career growth may depend on the degree of their language training. Therefore, the university must provide a certain level of proficiency in a foreign language,

however, one should not forget that the success of training depends largely on the methodology of a foreign language teacher in the context of solving specific educational problems. Learning a foreign language contributes to the development of communicative competence, forms the ability of a student to use it as a communication tool, which is especially appreciated today among graduates of non–linguistic universities.

It is not a secret that in a non–linguistic university, when learning a foreign language, a number of difficulties arise due to the following factors:

1) the focus of teaching is on professional disciplines to which a foreign language does not belong. When studying a foreign language, as well as other non–core disciplines, the majority of students have only external motivation;

2) often, in non–linguistic universities, often, in the same group, students with different levels of proficiency in a foreign language study, as a result of which the motivation of strong students is reduced, and there is a lack of interests of the weak;

3) a limited number of hours allocated to the study of a foreign language in a non–linguistic university does not allow mastering it at the proper level.

Effective learning encourages the teacher to determine what "works" in the learning process. Students' application of ICT funds in a lesson receive the greatest development. The most interesting is the work with the use of the Internet. From the didactic point of view, the advantage of the Internet over traditional teaching aids lies primarily in the availability and relevance of authentic materials, as well as in facilitating and accelerating inter–ethnic communication.

Learning to read with the help of the Internet can be very diverse due to the presence in it of many texts of different genres. First of all, the use of online versions of foreign newspapers. The undeniable advantage of the versions of newspapers presented on Internet sites, in comparison with their printed counterparts, is their relevance. Naturally, for a student, reading and discussing the latest world news is more interesting and more useful than working with old print versions of publications. sites: http://www.nytimes.com, http://www.timesonline.co.uk, http://www.bbc.com, http://www.foxnews.com.

Teaching speech is an integral part of working with the Internet. The main thing is to encourage the use of English, not native language. The global network can offer a lot of topics for discussion with colorful and constantly changing illustrative material, that is, the choice of topics for each new lesson will depend on the teacher himself, the goals and objectives of the lesson.

Learning to write seems to be an equally interesting element of working with the Internet, primarily because of the possibilities of working with e–mail. All kinds of texts, letters, postcards, documents, the training of which is also part of the mandatory program, you can not only train in the classroom in a workbook, but also send homework to the teacher's email address that will bring the learning situation to real life.

Learning to listen. Using the Internet provides an opportunity to listen live or see an interview in English with a famous person. The complexity of the proposed materials should be selected taking into account the capabilities of the group.

Multimedia technologies open up opportunities for teachers to abandon the routine activities of teaching characteristic of traditional schooling, giving them the opportunity to use intellectual forms of work, free from the presentation of a significant part of educational material and routine operations associated with working off skills.

The purpose of learning a foreign language is a student's communicative activity, that is, practical knowledge of a foreign language. The tasks of the teacher are to intensify the activity of each student in the learning process, to create situations for their creative activity.

Participation in various international programs and the opportunity to study abroad imply not only a high level of proficiency in a foreign language but also certain personality traits: interpersonal skills, the absence of a language barrier, knowledge of international standards, a broad outlook, the ability to "give" yourself. As a final point, the effective help to the teacher is provided by the use of information and communication technologies to achieve the goals in teaching a foreign language.

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THE ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION

Saidjonhov B.A., *student of TUIT named after Muhammad al Khwarizmi, the faculty computer engineering*
Musayeva F.M., *senior teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*

Abstract. *This article is dedicated to the use of artificial intelligence in educational experience of the present and future. Concrete examples of using this new technology, the advantages as well as programs that can be implemented in teaching process are given.*

As for now we are facing technological bust in every aspect of our daily lives, where we literally became attached to our gadgets. One of the technological busts is happening in the AI industry that represents programs which are capable of accomplishing sophisticated work without human interaction. Those can be

observed in the form of factory robots, search engines, computer vision, news feed management system, voice assistants like Siri, Bixby and Alice and so on. One more aspect where AI is widely being used is education. Although, people may be skeptic about the very idea of implementing AI in education referring that machines unable to substitute human professors, but they very goal is to cooperate and create the best studying system with technology working in sync with humans.

–**Artificial intelligence can automate basic activities in education, like grading.**

For long time, grading homework, test and so on was a tedious job, but now when we have machine learning algorithms and tools, grading can be done automatically saving tons of time for teachers to approach each student individually.

– **Educational software can be adapted to student needs.**

We now live in a marketing world where each product is built to make our lives easier by automating most part of the system leaving us with click buttons to accomplish complex tasks. Behind the scenes, all the task are accomplished by AI (neural network) algorithms that gather data of our daily clicks and gives us the best possible offers that are present. Most IT giants uses them to offer the best experience for customers. Education is not an exception, by applying this technology students can effortlessly choose appropriate course, master essential skills and be reminded to due tasks.

One of the brightest examples of such technology can be observed with AI chatbot implementation. Professor at Georgia Institute of technology Ashok Goel used AI teaching assistant (named Ms. Watson) to a class of over 300 students, but students didn't notice that they were talking to AI not human, despite they never met her. "She was the person –well, the teaching assistant– who would remind us of due dates and post questions in the middle of the week to spark conversations," says student Jennifer Gavin.

– **It can point out places where courses need to improve.**

Teachers may not always be aware of gaps in their lectures and educational materials that can leave students confused about certain topics. By applying computer vision (subfield of AI) to detect emotional state, engagement and movement of student, teachers can be notified and, if applicable, change the manner of lecture or pay more attention to these students.

– **Students could get additional support from AI tutors.**

There still many thing AI unable to offer to substitute human tutors, at least not yet. However, as NLP (Natural Language Processing) algorithms get better AI will learn to imitate our speech and possibly will accompany us in future as our lifelong companion. Therefore, it will be aware of each students weaknesses and strengths, and will be able to offer necessary changes in order to enhance our wellbeing and skills.

– **AI can make trial–and–error learning less intimidating.**

Trial and error is a critical part of learning, but for many students, the idea of failing, or even not knowing the answer, is paralyzing. Some simply don't like

being put on the spot in front of their peers or authority figures like a teacher. An intelligent computer system, designed to help students to learn, is a much less daunting way to deal with trial and error due to that humans can be more honest with machines and without being embarrassed of trial–and–error. Artificial intelligence could offer students a way to experiment and learn in a relatively judgment–free environment, especially when AI tutors can offer solutions for improvement. In fact, AI is the perfect format for supporting this kind of learning, as AI systems themselves often learn by a trial–and–error method.

– **Data powered by AI can change how schools find, teach, and support students.**

Finding prospective students and helping in advancement of current students is crucial and need to be addressed immediately. As AI advances it will take most of the blue–collar jobs, that will lead to massive unemployment. In order to tackle this issue future generation must be innovative, smart and skilled. Smart data gathering, powered by intelligent computer systems, is already making changes to how study jurisdictions interact with prospective and current students. By gathering data to student needs and interest

In conclusion, I would say that major changes may still be a few decades in the future, the reality is that artificial intelligence has the potential to radically change just about everything we take about education.

Using AI systems, software, and support, students can learn from anywhere in the world at any time, and with these kinds of programs taking the place of certain types of classroom instruction, AI may just replace teachers in some instances (for better or worse). Educational programs powered by AI are already helping students to learn basic skills, but as these programs grow and as developers learn more, they will likely offer students a much wider range of services.

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MEDIATION TECHNIQUES IN LANGUAGE TEACHING

Sapaeva F.N., *Urgench branch of TUIT named after Muhammad al-Khwarizmi, assistant teacher*

Abstract. *This article is focused on the fact that mediation / translation is a new field of research and work that is still in the development phase and has only recently started to receive attention. There are different definitions, concepts and historical developments on this theme in various countries. But it is obvious; mediation / translation is inherent in language learning process and*

should be considered a fifth skill to be practiced within the language classroom, alongside reading, listening, speaking and writing.

Language learning and cultural mediation / translation is a new field of research and work that is still in the development phase and has only recently started to receive attention. There are different definitions, concepts and historical developments on this theme in various countries. But it is obvious; mediation / translation is inherent in language learning process and should be considered a fifth skill to be practiced within the language classroom, alongside reading, listening, speaking and writing. We view mediation as:

1) a social practice the purpose of which is to work against communication breakdowns, to fill information gaps and / or interpret meanings for others who cannot understand what is said or written;

2) the production of a target text from an initial one in order to communicate its content, taking into account internal and external factors of intercultural communicative situations. It is somewhat different from other activities and is not achieved by overlapping or juxtaposing of various competences.

There can be little doubt that one general use of translation is as a scaffolding activity, when L1 assistance is warranted, and there tends to be much mental translation in situations where L1 is excluded. On this view, one of the central techniques of any foreign language teacher is or should be "the sandwich technique". It is the quickest way to make authentic classroom communication possible: statement in L2, restatement in L1, as a kind of whispered interpreting, and again in L2. The point is that students should be free to ask how to say things in L2, or should simply insert the L1 expression, rather than stop talking. Word equations can indeed be misleading, but an everyday reality shows that one–to–one equivalences are not an illusion, if we locate it at the level of collocations, word groups, and sentences.

However, quite different kinds of activities can be used at the other end of the scale, with learners who are able to use translation as a communicative activity that draws on some levels in all other language skills. The easiest way to start mediation / translation activities is from spoken interactions. Numerous simulated situations can be created in class in order to get students to act as mediators, interpreters in roles where they are obliged to use L2 and L1 in order to create understanding. They simulate an interaction, for example between a journalist and a specialist on the topic chosen for the lesson. Students take turns to interpret what is said in the other language. They are allowed to ask for a limited number of repetitions or clarifications. This reduces the chances of misunderstandings.

Gestures and facial expressions can be a useful way of getting around a point if students are stuck. One way to break with a literalist conception of translation and to adapt messages to the situation is to make students translate fast, and organize races between them. They will quickly learn how to render messages rather than words, and how to select the parts of the message that are most needed. Students are these days using many written modes of

communication that are based on speed and features of spoken language. Short text messages, be they SMS on mobile phones or tweets on Twitter, are ideal for translation races.

In practical terms, written mediation also brings a number of beneficial aspects to the general process of language learning. Students should be required to: relay the key information in L2 or make a written comment in L2, using the L1 text as a stimulus; summarize, explain, interpret or freely render a L1 text into the target language. Comparing and reflecting on the various possibilities of translation, mediation provides deep insight into the nature of languages and cultures. Mediation / translation skills are necessary in professional and educational fields, in public and in private domains in modern societies.

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INTERACTION BETWEEN LEARNING LANGUAGE AND MODERN TECHNOLOGY IN UZBEK SOCIETY

Sharifboyev D.Y., *student of TUIT named after Muhammad al Khwarizmi, the faculty computer engineering*

Musayeva F.M., *senior teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*

Abstract. *As it is implied in the title the article describes interactions between modern appliances and teaching foreign languages in Uzbekistan and its role among language learners. Additionally, a great variety of materials and online sources where students can learn the target language are mentioned.*

Information regarding online courses of foreign language where students can get official certificate of obtaining the level chosen is given as well. Besides that, it is paid attention to significant role of movies in original version and its positive effect on high–level language learners.

The society in general tend to believe that foreign language teaching depends on only an educator and student`s interaction during the time spend in educational places. Whereas, with the evolution of information technology folks can easily learn the language from social networks. The ultimate goal put is to reveal this question by making the survey wider. Next, the data concerning the necessity of computer technology, online network and its usage in teaching sphere of foreign language provided. As for the examples described, they are taken from daily life basis of Uzbek people.

The first need to be mentioned is that the diverse materials are becoming more available online as modern technology is getting better in development. Many famed scientists with the help of information server are sharing to worldwide their investigations, tutorials about foreign language learning for all age groups and for all people with different background level of target language. To illustrate programs that made for foreign language are production of scholars that have quite deep knowledge in IT (information technology) and in the field of foreign language teaching. Under these circumstances they include dictionaries, spelling quiz games, grammar–checking games, reading tips for IELTS (International English Language Testing System), writing topics and cue cards for IELTS and etc. Nowadays, these types of software are becoming popular among teenagers in Uzbekistan, for number of reasons. It needs to be admitted that one of the main reasons is the sense of comfort, that is the access anytime and anywhere. Due to the modern technology current programs can be easily obtained in Playmarket or Appstore for all kinds of gadgets free of charge what makes it more convenient. Furthermore, there are websites with language teaching courses with the duration of three – nine month where the certificate of successful completion of the course with definite level is given. The advantage is that the certificate given can be easily provided as an official document while hiring to job as a personal skill.

Likewise, the Internet gives the opportunity to interact with other people from different parts of the world, it means that students can not only watch movies in original version with or without subtitles, but also be in touch with native speakers of the language they choose. It is well known that, when person is going to acquire a new language, he/she needs to be engaged in a proper atmosphere of the target language. For instance, teachers encourage students to watch or to listen to music so the learners could adopt the language faster and be able to use it with the confidence. If to extend it in details through watching films or listening to music learners can improve the language understanding. Moreover, while watching the movies a learner has a chance to hear the real language used by native speakers in everyday life, see the emotions how actor/actress expresses, what definitely helps to memorize new vocabulary quickly and efficiently. Currently, it is not new that there are miscellaneous websites where native speakers or language instructors teach foreign language and earn money. The website Engvid.com run by the Canadian teacher of the English language can be a good example for that. In this website lot of aspects of the language such as grammar, listening, reading, speaking and writing for IELTS, business English and many other essential language information is uploaded. It was acknowledged by scholars that with the help of these kinds of websites, where it is possible to adopt a target language from native speakers, students can fasten and ease learning process.

On the whole, the online sources that mentioned above give language learners diverse choices and opportunities, so the only thing need to be done is to choose the right website and start learning. All in all, it is needed to emphasize, the article is based on the research of interaction between language learning and modern

technology. Accordingly, in the paper it is given the connection and the necessity of each in the sphere of language teaching in modern Uzbek society. During the investigations variety of language teaching sources beginning from online available books ending with websites with native speaker instructors have been examined and used. In conclusion it is worth to highlight that modern technology plays a significant role in language teaching, consequently, the more IT implemented the better results will be reached and the progress obtained.

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THE ROLE OF ICT IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

Sharipova N., *student of TUIT named after Muhammad al Khwarizmi*
Ibragimova N.A., *senior teacher of TUITTUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*

Abstract. *Many people believe that ICT has been an essential tool to learn and teach in education system and even individuals work properly with ICT as a trainer. ICT develops new learning methods with its wide range of aspects and learners have found an easy and effective way to study. It is proven that students rely on the ICT to learn anything and about 90% of them work effectively with it.*

In the developing world, the ICT has gotten its an essential role in every sphere and it enables individuals to work more effectively. the same process takes place in the education system and teachers and trainers work with ICT corporately. As Stephen one of the professor of English language reports the use of ICT reasserts the productivity of teaching and learning foreign languages. As education system contains a wide range of areas in it, this paper focuses on only learning and teaching process of foreign languages with ICT. To make it more clear, this research paper comprises three main parts which are ICT creates new methods, ICT increases the scope of teaching and learning languages and some pros and cons of ICT in teaching foreign languages.

Naturally, the young generation is interested in ICT and it leads to using ICT properly in teaching system. As well as IT creates new methods that aid students to learn foreign languages effectively. Also, ICT not only supplies with effective techniques but also it overcomes with some problems that students face during the learning process. As it is shown in two monthly pedagogical practice with college and lyceum students in Moscow, several mixed ability groups had been chosen and prepared some methods interacted with ICT. For instance, everyday practice handouts and materials were prepared but they were based on videos, songs and PPT presentations, except them, usual course books were also used.

Videos were used to improve listening skills and they were connected with grammar topics and vocabulary. Obviously, students are able to comprehend and strengthen new words and slangs with the help of videos and relevant audios during the lesson. Moreover, individuals can improve their pronunciation skills by listening to real native speakers' speech these types of working methods are really helpful to teach totally unknown items to the learners. Needless to say, most of the members of research were motivated a lot with videos and they were so enthusiastic to capture every single word on the videos.

PPT presentations have been found so helpful because PPT presentations serve as a ready blackboard with essential notes for teachers and students get the real meaning of grammar rules with relevant pictures. It goes without saying that some appealing tasks are included in PPT such as multiple choice questions and short answer questions which help to reinforce grammar rules well.

All in all this pedagogical practice reveals that a large number of participants were so active during the lesson and 80 percent of the students understood themes effectively.

As it is mentioned above ICT has been inevitable and it gives a chance to teachers and students to improve high–quality education and meet requirements which are set by the society. ICT is able to reform and change education systems as Craig R .Barrett said: “With the help of technology, teachers will be leaders in the transformation of education around the world”. There are several things that are considered as essential parts of ICT and their use expands the scope of learning foreign languages. Namely, they are the internet, e–books, audio books, mobile apps etc.

The internet has a great impact on learners with its a wide range of opportunities such as downloading diverse books, listening to audio books, e–learning or just chatting with foreign friends also affect highly.

E–books are very mobile for everyone as well as students also find them very useful. Additionally, e–books are used widely because they do not take much space in their device and learners save them in tablets,iPods or eBook readers. EBooks enable students and even teachers to take notes easily regarding grammar and listening sections and it is more clear that taking note skills are improved well.

Audiobooks are also one of the parts of the digital world and they are applicable for listening skills. As Baskin and Harris explained that audiobooks can develop four language systems which are phonological, semantic, syntactic and pragmatic. ”The use of audiobooks with struggling, reluctant or second language learners is powerful since they act as a scaffold that allows students to read above their actual reading level”(Beers 998:33, Chen Slu–Hsien 2004).

Mobile apps are commonly used among young people and language learners there are several reasons for that they supply basic fundamental knowledge. Nowadays there are different apps in app stores and they make learners busy with interesting quizzes, games, dictionaries and so on. According to statistics, some mobile apps can be 24/7 Personal Language teachers what it means ICT to support students highly.

Furthermore, the digital world is able to make easier to learn languages with its wide range of scopes but there are also some minus sides as well that impact partially to the language learners. As Md. Shakil Akhtar proved that most of the students are passive and less interactive with partners during the lessons. What is more, students may get bored from repeated use of recorded programmes and it leads to some problems related to discipline in the class. Additionally, there are some problems with trained teachers in ICT sphere what it means they can not implement new methods with the help of ICT. It is claimed that online learning can not offer human interaction.

In conclusion, ICT is one of the productive ways to awake teachers and learners and make them move forward. It leads to being more active with ICT in learning foreign languages sphere with the latest methods. It should be mentioned that the use of ICT increases the scope of learning languages and learners have motivational effects and self–esteem with opportunities of the digital world. However, some downsides of ICT have been explained that decreases the process of learning languages but advantages have been found more helpful for the education system.

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ENGLISH IN IT SPHERE FOR CAREER DEVELOPMENT

Suleymanova G.N., *senior teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department,*

Abduqodirov Sh.A., student *of TUIT named after Muhammad al Khwarizmi, the faculty computer engineering*

Abstract. *This article focuses on the importance of the English language in information technologies sphere, its role and place in IT development. Significance of the English language teaching and learning in higher education and the advantages of mastering it for career development of future IT specialists are considered in the given article.*

Nowadays the English language is very popular. The English language regarded as language of international communication, international, universal,

global and lingua franca for an increasingly widening circle of representatives of different countries. Strengthening the position of the English language on the world stage, with the rapid development of international contacts in the second half of XX and early XXI centuries has set the scientific community the question of the spread of English language and its role in intercultural and interethnic communication. There are various theories regarding the status of the English language, its role and functioning in the modern world.

Modern Social network communication via the Internet with people from other countries also facilitates the use of the English language. Young people tend to identify themselves with the West. English is also economically advantageous language. In order to get a high–paying prestigious job in many cases requires knowledge of the English language. The majority of university students use the Internet to share ideas, conduct research, and collaborate in the production of knowledge. On line learning technology helps students build a stronger foundation and understanding in education at their own pace. On line programs gauge a student's conceptually week areas in a particular subject, providing immediate feedback, which is important in learning process. There are a lot of English language learning publications and didactic materials for IT students on the Internet. Information collected on the Web is more current, more visually stimulating, and available in greater amounts than information collected from traditional sources of information, such as dictionaries and encyclopedias and so on. Language learning is most successful when it takes place in authentic, meaningful contexts. The Internet gives students access to vast amounts of authentic material on any topic they are interested in and allows opportunities for authentic communication and publishing.

First of all, learners should enjoy and feel the beauty of English at the English language classes. This may be achieved by the use of different active forms and methods of work. It should be noted, that difficult at first glance tasks attract students with its novelty, uniqueness, originality. On the other hand, we must calculate intellectual potential of our students. Currently, English classes students are given a very large amount of information, influencing the process of training. Here, it is clear the computers come to students to rescue. Computers with their new opportunities can be used in teaching and learning to find new ideas and solve complex problems. The use of information technologies in learning makes the English language very effective. Thanks to the computers, students can understand information easily and teachers can conduct lessons with fun. This is due to the fact that computer programs that tend to learn English will guarantee the quality of educational process. It means the student can obtain more information than at traditional classes.

Computer in learning the English language can be used for different purposes:

- when explaining new material to the maximum solubility, for optimum consolidation of the material studied;
- to improve the monitoring of students' knowledge;

- to organize an interesting and fruitful work on the subject;
- to create various training programs, for example, Swishmax, which makes possible the creation of training program by using texts on specialty, sound, video materials as well as referring to Internet sites, where students can use on–line dictionaries, obtain any information on topic.

Lessons which created with the help the programs mentioned above can be completely tailored for computer use in the office at various stages of English lessons as this technology has made it easy to study. We are living in the century of information technologies so that we can use online network systems in order to be unite together to do the desired task.

A lot of people learn English just via using IT products and surfing the internet sites in English Efficient postal systems, the telephone (fixed and mobile), and various recording and playback systems based on computer technology all have a part to play in educational broadcasting in the new millennium. In our country the Internet and its Web sites are now famous to many students in developed countries and among educational elites elsewhere, but it remains of little significance to very many more, who lack the most basic means for subsistence. Before the Internet, it was hard for you to learn English if you didn't attend a college or university. These were the only institutions where the language was widely spoken. As the Internet was invented in the West, English was inherently built into it. As the Internet usage has expanded throughout the world, more people are being exposed to English.

Summing up, we can say that new technology can be integrated with dynamics of conventional methodologies and instructional practices. It can inject an element of vitality into teaching and learning and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real–life needs. It is necessary to note, that technologies are rapidly developing and it is very important to achieve better results. In many countries where English is not the native language, you are considered highly educated if you can speak the language properly. You will be presented with a number of career opportunities, and you will have the option of staying home to work, or you could travel abroad. When you learn how to speak English, the opportunities are limitless. IT, traveling, finding a job, entertainment, getting along with people and simply self–improvement – English can give you all of it. While many people in English speaking countries complain about the impact of outsourcing, it presents lucrative opportunities for people living in foreign countries. Learning how to speak English can allow you to travel to a Western country, work there for a few months, make more money than you would make at home, and then bring the money back home to your family. This is a practice that many people use, and it is factors such as outsourcing which have allowed them to do it. As you can see, learning how to speak English opened up a large number of doors, doors that would normally be closed.

Finally, IT gives possibilities to learn about on–line education, including up–to–date information, on–line projects, multimedia authoring, distance education,

and networking for professional development. Students can also use it to communicate with group mates and find professional resources for experimenting with new methods, approaches, and techniques that will be helpful for them, even in choosing a career.

The development of information–communication technologies plays an important role in modern society, satisfying its informational, spiritual and cultural requirements, providing formation of democratic institution, the constitutional development, observance of protection legacy of the rights and merits of a person, law education and enlightenment, and makes the population active in radical economic, political and social reforms realization in the Republic as well.

THE ROLE OF ICT IN LEARNING FOREIGN LANGUAGES

Suleymanova G.N., *senior teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*
Napasov M., *student of TUIT named after Muhammad al Khwarizmi*

Abstract. *The article outlines the role of ICT in the current educational system. The ways of improving teaching and learning foreign languages via ICT means are considered in the article. As well as the given article touches upon the use of IT and its effectiveness in learning foreign languages.*

The peculiarities of our time are the accelerated development of information and communication technologies (ICT) and a new approach to the educational process and its organization. The 21st century is a century of new technologies, and the youth of our country is taking a stepforward to the development of the digital world.

Today, one of the main requirements of training highly–specialized professionals is the perfect knowledge of the English language. It is noteworthy that special attention is paid to the study of foreign languages, which occupies a leading position among the international languages. In the education system of the Republic of Uzbekistan the new level of knowledge is being raised through the introduction of new information and communication and pedagogical technologies into teaching foreign languages that can fully meet the requirements of the time. At the same time the teachers' role in the educational processis also changed. The teacher is now acting mainly as a guide and they must be ready for any part of the lesson through ICT.

The first President of the Republic of Uzbekistan Islam Karimov, in his book "High Spirituality – Invincible Power," stated: "If we want to glorify Uzbekistan in the world, to glorify its ancient history and bright future, to keep it in the memory of generations, the future writers, great poets, great artists". As a result of the reforms being implemented in the education system of our country, the quality of education and pupils' learning outcomes are being observed.

The fact that young people's knowledge competitions and achievements in international Olympiads demonstrate their commitment to the development of the industry. Particular attention is paid to the development of the teaching technology of additional texts in the foreign language and the implementation of professional programs for this purpose, each research aimed at deeper study of foreign languages. It is important to ensure the priority of the education system in the process of training specialists, including the introduction of new technologies in teaching foreign languages. It is well known that the expression of thought, communication between nations, spiritual and other dialogues are expressed through the language. On Dec. 10, 2012, "On Measures to Further Improve the Foreign Language Learning System", the Decree of the President of the Republic of Uzbekistan "On the introduction of advanced training methods using modern pedagogical and information and communication technologies, developing a new generation of foreign languages, improving the system of training professionals who can freely speak these languages, and, on the basis of their extensive use of global achievements and world–class information resources, the development of international cooperation and dialogue, conditions and opportunities "and that it is necessary to implement a number of important tasks. The document envisages the teaching languages via the use of ICT. ICT tools are the means to save time and get more efficient and more information through the use of computer technology, video equipment, books, and electronic boards.As a result of the use of the Internet and its vast opportunities in teaching foreign languages, the prospects for the introduction of multimedia technologies in educational and pedagogical processes are increasing, for example: searching for additional information on interdisciplinary courses, creatingstudents'projects, and increasing students' eagerness to learn by arranging presentations.

The introduction of innovative methods in the educational process is impossible without theinvolvement of the Internet. The Internet provides students with a unique opportunity tovisually communicate with native speakers in real time, which contributes to the correctperception of lively speech based on authentic sounds, facial expressions and gestures ofnative speakers.The educational value of computer networksis almost invaluable, and it is as local as global.

So the potential of using innovative methods in the field of foreign languages learning is huge as modern information and communication technologies are currentlyamong the leading directions of scientific activity at educational establishments. Their use of ICT at a completelynew level allows you to provide interactivity of learning, to create a special foreign languagelearning environment, which contributes to increasing the motivation of learning a foreign language and improving its quality of learning.

It is well known that access to the Internetas a basic means of communication is available in four ways:

• Internet as a medium of information;
• as an Internet chat tool;
• as an Internet training tool;
• Internet as entertainment.

The goal of ESP class is to provide students with the opportunity to use additionalresources in teaching a foreign language, with the help of auxiliary learning aids, their interest in foreign languages, interactive teaching of each lesson, then giving them additional training and using non–traditional methods in the process. At the same time, teachers shouldn't deny the traditional approach of pedagogy, but apply as well as certain types of innovative technologies, such as a case study method, brainstorming, cluster, project, jigsaw reading etc.As for evaluating students' knowledge, the internet can be used to solve some didactic issues, for example, different online interactive tests are offered for students:As well as, there are manyother online tests, such as TOEFL and IELTSforseniorstudents. The advantage of such tests for the reader is rapid and objective response. Students should be tested and explained in new topics for improving the quality of the lessons through clips, pictures, photos, videos, for example: virtual travelling, video clips about traditions and customs of English speaking countries.

Thus, innovativecomputer technologies allow students to provide feedback, thereby qualitatively improving the process of learning foreign languages. The computer, if necessary, can provide assistance to students, implement a more flexible system of control of learning and assessment of knowledge, create a comfortable psychological atmosphere in the classroom and help to gain self–confidence. Using computer programs develops cognitive activity and intellectual abilities of students, their memory, attention and critical thinking.Whenusing ICT, a teacher should be readyfor the lesson according to a plan, at the same time,in ESP class ICT, nothing but, a teaching aid in learning foreign languages. The purpose of ICT application at the lesson is to enrich it and give didactic exhibits. Thus, through the use ofICT, teachers and learners also have many opportunitiesof improving the language: learning the curriculum for effective course teaching, finding the necessary information, and, ultimately, learning foreign languagesbased on the ability of understanding intercultural communication, and expanding the scope of educational process.

Today there is a huge choice of forms and methods of training that are quite effective.However, the modern development of society requires the search and use of more advancedmethods and technologies. The introduction of innovative teaching methods allows us tobring the learning process to a qualitatively different level. For fast and effective learning offoreign languages, innovative techniques are needed to develop the practical skills of futureyoung professionals who are capable of solving professional tasks at the level of foreignlanguage communicative competence.

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HOW TO DEAL WITH TECHNOLOGY IN ELT CLASSROOMS: ADVANTAGES AND DISADVANTAGES OF USING TECHNOLOGY IN THE CLASSROOM

Urunbaeva F.I., Usmonova M., *students of TUIT named after Muhammad al Khwarizmi*

Kadirova F.X., *assistant teacher of TUIT named after Muhammad al–Khwarizmi, foreign languages department*

Abstract. *In this article, the matter of using information technologies in the education sphere is discussed thoroughly representing all merits and obstacles they cause both in the classrooms and out of classrooms that the higher educational institutions' students are facing.*

Sovereignty of the Republic of Uzbekistan and the progress of science have brought a plenty number of changes in various spheres of human activity, especially, in education. "The National Program of Personnel Training" issued in 1997 and "The Decree about Education" enacted on August 29, 1997 in the 9th session of the first summit of OliyMajlis which was issued by the Republic of Uzbekistan encouraged some substantial changes in the sphere of secondary and higher education of our republic.

The significant feature of the national model of personnel training is to make over the education field deep and to frame the training system at the same degree of developed democratic countries that is applicable to the high moral and behavioural requirements. In the content of that system, the great role was given to the place of education sphere, which is seen to be very essential and indispensable in teaching higher educational institutions. The reason of dealing with innovative aspects of developing teaching in deepening democratic reforms is as for the prominent quote by the former president of the republic of Uzbekistan I.A.Karimov. He cited in the presidential decree №1875 "On Measurements of

Further Improving Foreign Languages Teaching in Uzbekistan" which was adopted on December 10, 2012 mentioning that the future of our motherland depends on our intelligent and knowledgeable generation who are proficient in any field, comprising foreign languages as well.

Nowadays global world convinces every learner to use technology in the process of learning. The main reason is that every technological device including cell phones, iPods and laptops gives new information and can bring amazing curricula based on authentic problemsinto the classroom, and provide applications and tools to enhance learning. Theinteractivity of information communications technologies (ICT) is estimated as a key point that encourages students to receivefeedback on their performance, test and reflect on their opinions, and review their comprehension. Accordingly, networked technology can delineate teachers and students tobuild either local or global communities that connect them with concerned peopleand expand opportunities for learning.

Using various technologies, such cell phones, liptops during the English language learning classes has both plus points and drawbacks respectively. In accordance with this fact, Bransford, Brown, and Cocking (2000) claim that the positiveimpact of technology does not come automatically; much depends onhow teachers use ICT in their classes.Lowerison, Sclater, Schmid, and Abrami (2006) suggest that technology has thepotential to transform the learning environment from passive to active and more subject to thecontrol of the learner. Naturally, proper usage of ICT during the classes shows a great deal of benefits, like:

–students can use them to download, collect and analyze data;

–certain uses of technology have a benefits on school achievements;

–the use of computers forlearning games is positively related to foreign language acquisition;

–the teacher's professional development in the use of ICT can enhance;

–ICT`s useto teach higher–order thinking skills is positively related to learning–process;

–the usage of technology can change pedagogy and curriculum;

–the usage of educational technology can be a part of an instructional shift toward constructivist approaches to teaching and learning within a context of school improvement or reform;

–by focusing solely on increasing the language acquisition related to specific subject areas, teams of students can be engaged in solving complex, authentic problems that cross disciplinary boundaries;

–by dispensing knowledge, teachers can set up projects, arrange for access to appropriate resources, and create organizational structures and support that can help students succeed.

However, Wenglinski (1998) actually found a *negative* relationship between the frequencyof use of school computers and school achievement. Relatively, Bransford& Cocking (2000) consider that technological approaches move the concept of learning beyondthe rote memorization of facts and procedures toward learning as a processof knowledge creation.

Infact, if adding technology to courses is likely to have a positive impact on student perceptions of the instructor and thecourse as well as on most aspects of student behaviour, however, it is interesting to emphasize that using technology during courses would not appear to have only positive impacton all aspects of student behaviour, but it has some disadvantages too:

- Students cannot have enough amount of time to prepare for the classes each day;
- They cannot separate enough amount of time to study for exams and quizzes;
- A large number of students cannot be sure of the quantity of notes they take during the lectures or classes;
- Their overall attendance for the class can decrease;
- Their appreciation for the instructor's effort can diminish, etc.

All in all, the technological enhancementmay not always necessarily be appropriate for all classroom situations and all subject matters and can have some negative impacts.That is why we suggest that instructors who are comfortable using technology and find that it develops their teaching experience should continue to incorporate it in their classes. Those who do,however, must keep in their minds that technology for what it is – a tool whichshould always have anadvantageous reflection onstudent behaviours and perceptions when used appropriately.

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BUILDING TEACHER–STUDENT RELATIONSHIP IN LEARNING PROCESS

Yarashbayeva I., Salikhova N., *USWLU, 3–d English faculty*

Abstract. *This article explores existing research about teacher–student relationships providing a basis for studying teacher relational strategies. First, we consider article documenting the importance of good teacher–student relationships for student outcomes. This little research indicates that good teacher–student relationships increase students' motivation for learning, which in turn increases achievement levels. Good relationships with teachers might therefore be a protective factor for students at–risk of school failure. Further, we contemplate the language used to describe teacher–student relationship quality, and explain how we define a good teacher–student relationship. We reflect research on teacher student relationships that investigates how student and teacher characteristics influence relations.*

During the teaching process, student teachers integrate theory and practice and begin to utilize their knowledge of current research on teaching and learning. Perhaps most importantly, the internship will provide student teachers an opportunity to engage in critical reflection as they create meaning out of their experiences and attempt to discover their own voices and identities as teachers. Becoming a master teacher is an on–going, developmental process. This internship provides student teachers with the foundation necessary for continued professional growth and development.

– Being clear about how to do well in class;

– Admonishing students to "think";

– Helping students master content;

– Helping students continuously practice and revise how they perform on one assessment form;

– Letting students choose the project's product

Language is a means of founding and storing ideas as reflections of reality and exchanging them in the process of human intercourse. Language is social by nature; it is inseparably connected with the people who are its creator and user; it grows and develops together with the development of society.

As Cornelius–White (2007) found that learner–centered education, which emphasizes the role of teacher–student relationships, has significant association with learning achievement, as well as reducing disruptive behavior, absences, and dropout. Teachers gained this knowledge through fetching students in conversation, not only in the classroom, but also in the school hallways and outside of school. The results disclose that the teachers mostly formed good relationships with students who introduced contact with them. Subsequently, it is essential that

teachers are aware of their responsibility for making contact with all their students to prevent relational injustice in the classroom.

A majority of studies in both reviews were not only conducted in English faculty's students but also other faculties. Both reviews indicate a strong association between good teacher–student relationships and student appointment and success.

Teacher–student relationship quality is linked to learning achievement it is useful to view this combined research on teacher–student relationships in the context of wider educational effectiveness research.

The nature of teacher–student relationships. The emotional dimension of teaching is reflected in the definition of a relationship, defined as 'a state of connectedness between people, especially an emotional connection'. Thus, a teacher–student relationship can be described as 'the emotional bond student and teacher share with each other', where the quality of the relationship is determined by how strong the connection is. Both student and teacher characteristics can figure and change the quality of relationships. The teacher should increase students' responsibility and motivation to use strategies by heightening awareness that they are acquiring valuable skills that are at the heart of successful learning. When a teacher has referent or relationship power, it can be said that he or she has personal authority in that students' cooperation is based on the personal qualities of the teacher. Therefore, approaches to punishment that recognize the importance of good teacher student relationships, are likely to be based on interaction list or open–minded behavior strategies highlighting communication. This perspective sees good schools as places where communication is practiced by people 'talking with each other' as opposed to preaching 'to each other'.

Defining a good teacher–student relationship. The researches done before on teacher–student relationships, defines high–quality, or good, teacher–student relationships as having low levels of fight and high levels of understanding. Such a relationship is characterized by 'affection, warmth, and open communication' between student and teacher. This definition is based on extended attachment theory from research on mother–child relationships. In general, in my article I decided to collect information on assessments that might be helpful for English teachers and improve their students' essential strategies for building between each other rapport. In addition, it has also types of strategies, gold strategies for learning foreign languages. We also aim at emphasizing the importance of motivation in teaching practice, and the techniques and approaches used to enhance students´ desire to learn a foreign language.

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THE ROLE OF ICT IN THE TEACHING AND LEARNING ENGLISH

Yusufov S.A., *UzSWLU student, I–faculty*

Abstract. *The following article discusses the demand and use of developed technologies in the process of education for students and teachers. In order to achieve high results in studying process students read e–books, journals, magazines; testing skills online; watching videos and TV shows online; listening music. These facilities contribute to improve students' skills; also ICT technologies are tools for students to be creative, motivated and smart.*

Under the Law of the Republic of Uzbekistan "On Education" and the National Program of Personnel Training a comprehensive system of teaching foreign languages, aimed at upbringing of harmoniously developed, highly educated, modern–thinking young generation, the further integration of the republic into the world community was established in the country. [1]

During the years of independence, number of foreign languages teachers have been trained, multimedia tutorials in English, German and French languages for and electronic resources for learning English have been developed, more, than 5000 language laboratories have been equipped.

In order to radically improve the system of teaching foreign languages to the young generation through the introduction of advanced teaching methods with the use of modern teaching and information– communication technologies, and based on this create conditions also opportunities for their wider access to the achievements of world civilization the information and telecommunication technologies play great role. As it was mentioned by Craig R. Barrett:"With the help of technology, teachers will be leaders in the transformation of education around the world". [2]

ICTs are the extrinsic and intrinsic tools in majority of the educational establishments. The use of computer assisted learning increases the scope of teaching and learning process. The great advantage of using ICT is that it creates the atmosphere for autonomous learning, and provides qualified learning materials. Including the technological aids to the educational curriculum makes the learning and teaching process more easy; it helps learners to promote cultural diversity, have positive motivational effects and raise self–esteem. [3]

There are several advantages and disadvantages of ICT in the language learning and teaching. The following table presents some of them.

Advantages of using ICT	Disadvantages of using ICT
Can get the required information within a fraction of second	The teachers is only a mediator
Learners become more interactive with the help of e–learning	Good knowledge of ICT is required
Lessons with multimedia applications exert motivation and provide bored students with new ways of learning.	Online learning cannot offer human interaction
ICT makes students work with authentic sources.	Students may log to the unnecessary websites
ICT develops students' autonomous learning.	

ICT is a broad discipline in language learning. Several authors define ICT as the process where learners use computers, software, applications, Internet, TVs, radios, websites and others. [4] Using ICT can act as a stimulus which generates analysis, discussion and all language skills. Moreover, the use of ICT saves time and energy, students may learn any foreign language trough Internet without the need of leaving home. [5]

TV and radio:

National Television and Radio Company of Uzbekistan, State Committee of communication, information and telecommunication technologies, the Agency for Press and Information of the Republic of Uzbekistan and the National Information Agency of Uzbekistan by taking into account the interests and hobbies of children and young people started presention preparation and broadcast on television, including local channels, foreign languages educational programs for children and young people, the implementation of the regular show of popular scientific and educational programs on the history and culture of other nations, the development of world science and technology, foreign films and cartoons with the Uzbek–language subtitles.English programs, this medium s very efficient for teaching and learning process, as it appeals both to the ears and eyes:

E – and audio books:

A significant increase in access to educational institutions of international educational and informative resources through the network «ZiyoNet», the saturation of its resource center with multi–media sources, educational attachments for personal computers and mobile devices, as well as the publication of

educational literature and fiction, illustrated newspapers and specialized magazines in English, the opening of special rubrics and attachments to them.

Webinars:

Webinar is the best example of online education. Webinar is an interactive seminar conducted by the WWW (world wide web). Usually authentic presentation, lecture or work–shop that happens in real time serves as an example.

Online grammar tests:

Online assessments may seem as difficult task, however the benefits of online testing is a good motivator for most teachers and learners. This opportunity is good for mostly learners in assessing their level of knowledge. It provides self–assessment and self–esteem of learners. Moreover, it saves time and helps to become autonomous learner.

Nowadays ICT is the one of the aim tools of the language learning and teaching process. It helps to increase the quality of the learning, also autonomous learning of the student. The huge advantage of using ICT in learning process can be seen in developing language skills. All types of ICT firstly develop learners' listening and speaking skill. ICT provides a great input in developing students' pronunciation, as the materials and sources are authentic and mostly carried out by native speaker.

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INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES

Zakhidov A.N., *student of TUIT named after Muhammad al Khwarizmi*
Sagdullaeva L.Kh., *assistantt teacher of TUIT named after Muhammad al–Khwarizmi, Foreign Languages Department*

Abstract. *This article discusses modern methods and technologies of successful teaching students a foreign language. The conclusion is made about the need, knowledge of the teacher special training techniques and techniques that allow provide fundamental language training for students.*

By studying the development of civilization and society as a whole, we can accurately establish that our ancestors always resorted to using various tools and technologies to improve knowledge, for successful and faster learning of their children, for transfer to the future generation of their skills and abilities. If you look at the development of civilization more attentively, then it is possible to make sure that it is fast and significant progress. So, for example, the industrial revolution in the nineteenth century, served reason for the significant development of science and technology in resulting in a lot of new technical devices, intended for a more comfortable development of society. The most the first technical means of learning and the transfer of knowledge and skills next generations can be called projection devices that transmitted images in dark rooms on walls. But over time, the situation changes in our inventions like electro–mechanical, optical and magnetic sound recording. In this regard, in foreign language learning is driven by innovation and change. Currently, foreign languages are considered not only an element of culture of any nationality, but also a means for success, in other words, further professional self–realization of students.

To achieve a high level of knowledge foreign languages is necessary provide comprehensive preparation. Therefore, it is necessary that teachers be aware of modern methods and technologies used in foreign language education, and also versed in special educational technologies and means with the purpose of optimal selection specific teaching method, paying attention to the level knowledge and skills of students. It is important to remember that the method learning is not a simple automatic unit. For more rational and motivated use from the teacher in the process of foreign language teaching requires a creative approach, since Pedagogy is considered from the point of view of science and art, therefore, approaches in the selection of teaching methods should be based on creative attitude of teachers. To reveal the topic of our research is necessary, on our look, define the term "teaching methods". So, learning methods are interpreted as certain methods of activity teacher and students aimed at effective solution learning tasks. Learning methods serve as a tool. Their use during learning takes place through a variety of teaching tactics, approaches and technologies. “Teaching tactics”, in our opinion, are combination of accurate instructional situations that contribute to achieve specific target. Very often, in their work as teachers standardized teaching methods are used. Therefore learning process comes down to simple grammar or translation method.

However, the requirements for classes in foreign language have changed. Today, in connection with the development of science in Uzbekistan and in the world as a whole, it is possible to say for sure that for successful mastering foreign language of skills transfer adapted, non–authentic texts are not enough. Having carefully studied the process of training and education of students, we make sure once again that the use of innovative tools and various technologies, such as video clips, online tutorials, audio programs, Internet resources, allows you to quickly learn foreign languages, both in class and without leaving home. Computer programs and Internet resources possessing colorful, fascinating, accessible all students are more interested and motivated. Therefore, to provide high–quality foreign language preparing students it is important to use such modern educational technologies that would help students consciously use a foreign language in a future profession, which is impossible without authentic learning tools. Everybody knows that a high level of proficiency in a foreign language is now, and will be one of the main requirements of the employer.

In our opinion, to modern educational technologies relate:

- Foreign language training with a professional focus.
- Student involvement in the educational process.
- Introduction of innovative communication technologies.
- Using training computer of programs (multimedia resources).
- The use of remote technologies in foreign language learning (Skype and so on).
- Preparation of the report and preparation of the presentation.
- Attraction of Internet resources.
- Foreign language training using computer environment (forum, blogs, email, social networks).
- Introduction of new control tasks (drawing up foreign language test exercises to implement testing students to assess and control the level of knowledge and skills and skills).

Most expedient for of application are communicative, constructive and innovative methods. Communicative methods are concluded gaining communicative competencies. It is important that the texts contain conflict situation that motivates students to express their point of view. The learning process in this case does not occur by means of use grammar, but with using communicative intentions. Trainees perform the main subjects of training. Constructive methods are characterized by intensity student learning. The teacher is not just obliged teach as well purposefully guide the learning process. Occupation action oriented. It is important that students strive independently build their knowledge for example, in project activities. Innovative methods include such methods as: computer assisted learning (CALL), script method (story line method), simulation methods, carousel method, teaching method stations, the method of group puzzles, the method of role–playing game, the method Case study.

Consider some of them, the most interesting in our sight. The case study method is to work on the problem a situation where a particular problem is addressed by students the situation is analyzed, ideas and possible ways are presented decisions in the process of discussion. Story telling method is based on a combination planned learning meanings. Getting from the teacher key questions, students create their own history. Applying This method, textbooks are not required. In other words, learning is based on creative planning hypotheses, systematization and presentation. In the designed the stories contain such elements as drama and role–playing. The teacher determines the boundaries of action and individual episodes. Students formulate and answer questions themselves. Station–based training methods are based on specific actions with learning tasks that are ordered in the image of the stations. Students are issued work plans with mandatory and selective tasks. You can choose the time the sequence of assignments and the type of training (individual, pair or group). In this regard, students they train in planning their time, in evaluating and analyzing their academic success.

The role–playing method is rightfully considered one of the active teaching methods. Often used as a means of development. ability of students to communicate. Role–playing games are associated with student interests and can also be a tool emotional interest and motivation to study activities. In addition, role–playing can help to overcome language barriers and increase the volume of speech practices.

Thus, we conclude that the information educational resources play an important role at the present stage learning foreign languages. They contribute to the development of interest personal qualities of students and are effective means foreign language education. Therefore a teacher needs to improve their knowledge of learning methods and technologies foreign languages and apply them in their work.

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SECTION II

ISSUES OF LEARNING FOREIGN LANGUAGE IN CREDIT EDUCATION SYSTEM

IMPORTANCE OF ESP IN CREDIT SYSTEM

Shakhakimova M.T., *senior teacher of Foreign languages Department of TUIT named after Muhammad al–Khwarizmi*

Abstract. *Today, integration in the field of international cooperation and education has led to significant changes in the system of higher education. In recent years, consistent work is underway to develop a new educational system. They differ from the old system not only with their structure, but also with the new attribute of the relationship between teachers and students, in terms of content and quality. In this regard, a number of activities have been implemented in the country in connection with the implementation of this new system.*

The proposal to introduce a credit system for training specialists for the sphere of information technology and communications has been widely approved by the public. Academic credit system was adopted at the Tashkent University of Information Technologies named after Muhammad al–Khorezmi and its branches in accordance with the Decree of the President of the Republic of Uzbekistan dated February 19, 2018 "On Measures for Further Improvement of Information Technologies and Communications". “Regulation” on academic credit system has been developed and approved by the Resolution of the Cabinet of Ministers № 569 dated 2.07.2018. The introduction of the most up–to–date credit system will provide the university with access to the world's leading universities.

Accordingly, the GPA (Grade Point Average), academic mobility, mobility program, referral institution, host institution, qualification education institution, labor expenditure, testing units (credits), transferring test units, testing unit hours, recognition of test units, gaining of test units, learning outcomes, certification on education, transcript, tutor, adviser have been identified as the basic concept of the credit system.

One of the main terms of the academic credit system is academic mobility, which requires intercultural communication. Academic mobility is an indispensable form of intellectual potential, reflecting the realization of the internal needs of this potential almost in all spheres of our life including social, economic, cultural, political relations and relationships. This is the ability of students to form

their own curriculum, modules, courses, and educational institutions in line with their own preferences and aspirations. Academic mobility is one of the most important aspects of integration of universities and subjects into international educational environment. Academic mobility in international cooperation in the area of higher education is not limited to specific actions, technologies and mechanisms associated with the system of students' exchange of educational institutions in different countries. According to experts, there is actually a complex and versatile intellectual development process, scientific and cultural potential, resources and educational technologies. Awareness of foreign language is an extremely important part in academic credit system and personal and professional development of students, as each participant comes across with the necessity to attend classes, which are conducted in a foreign language.

Additionally, students have to solve life situations and simultaneously analyze them from the position of one's own and «alien» culture. It can automatically and often subconsciously make awareness of foreign languages an essential part of academic credit system. Knowledge of foreign language, in our case it is English, develops number of qualities, which enable students to communicate and interact with the outside world, with foreigners, to compare certain conditions, to recognize lack of knowledge, which are considered to be impetus for learning, knowledge of other cultures studied from the inside. Studying abroad a student will not only be the object of influencing certain cultural traditions, norms, values, but also the subject, the «transmitter» of their culture in another society. Upon returning home, the student will receive not only new knowledge, but also be able to carry this knowledge to other people surrounding them.

Unfortunately, the importance of foreign language is often overlooked. Despite our great efforts to study, foreign languages misunderstandings and misconceptions are commonplace. Being unable to communicate in a country is akin to living with a serious impairment; it is very difficult and near impossible, to adapt and get along with new people if there is no way to communicate with one another.

Additionally, awareness of multiple foreign languages and the ability to communicate in them is bringing increasingly benefits to their owner in the integrated global business community. Negotiations directly with new clients and companies in their native language are one of the first steps to pave the way in founding a continual and constant international business partnership. Ability to do this spontaneously gives great opportunity to any multilingual youngsters to be excelled among his or her peers in the striving to get jobs or high–prestige positions by defeating or establishing superiority over others. Language is such a

key concept to direct students for success in their future professional endeavors. In our country, most educational institutions offer opportunities to learn a foreign language at even earlier ages. In recent years, scientists, who have studied the intelligence and mental capacity of young bilingual children in comparison to monolingual children came across the fact that bilingual children are smarter than other their peers. Yudhijit Bhattacharjee states in his article in the New York Times, outcomes of a number of such studies proved, that the bilingual experience improves executive function of a brain and a command system that controls the attention processes that a person uses for planning, solving problems and performing various mentally demanding tasks. Furthermore, instilling a reverence for foreign language at a young age, contributes to children being miles ahead of their future competitors.

The impact of multilingualism can be traced to even more fields. A doctor who can communicate with his or her patient in their native tongue is much more likely to have success at diagnosing them. A scientist or engineer capable of explaining his findings and ideas to his peers will be able to expedite and perfect their work, even if his peers could not understand him in his first language. Any hiring manager in any company in the world would tell you that the ability to speak a foreign language is a prized commodity. Learning to communicate fluently in multiple languages provides additional job security and advancement opportunities in uncertain economic times.

In order to prepare our students to be the next generation of future entrepreneurs, doctors, scientists, engineers, or whatever influential job they choose, an environment that promotes multilingual learning from a young age must be fostered. Growth, success, security, and ultimately, prosperity will be set up for our new generation through this.

Therefore, a warm and comfortable environment in which our students can grow to learn the complexities of language is created at our university. The communication skills that our students learn at the university will be the foundation for their communication abilities for the future. Strong language skills are an asset that will promote a lifetime of effective communication.

Therefore, students at the university, who have IELTS certificates, are offered to learn other foreign languages, such as German or French. Lessons on these disciplines are organized according to students' wants and needs.

In a nutshell, a foreign language is the most important part of academic credit system, because it helps new generation to integrate into global business community and learn about other's experiences and share them with their partners.

TA’LIMNI BOSHQARISH TIZIMINING (LMS) AFZALLIKLARI VA KAMCHILIKLARI

***Nishanova N.M.**, Muhammad al–Xorazmiy nomidagi TATU, chet tillar kafedrasi o’qituvchisi*

***Iskandarov S.Q.,** Muhammad al–Xorazmiy nomidagi TATU, 1–bosqich doktorantura (PhD) talabasi*

***Abstract.** A learning management system (LMS) is a software application for delivery and management of educational courses. It is a client–server type solution, typically web–based, used to handle student registration, delivery of course content, administration of tests and assignments, and related record keeping. An LMS is particularly useful for fully online courses or training programs.*

Ta'limni boshqarish tizimi (LMS) – ta'lim kurslarini yetkazib berish va boshqarish uchun dasturiy ta'minotdir. LMS talabalar ro'yxatga olish, dars mazmunini etkazib berish, test va topshiriqlarni boshqarish va tegishli yozuvni saqlash uchun ishlatiladigan yechim bo’lib, odatda vebga asoslangan mijoz–server dasturiy ta’minoti sifatida qo’llaniladi. LMS ayniqsa to'liq onlayn kurslar yoki o'quv dasturlari uchun foydali hisoblanadi.

Bugungi kunda axborot–kommunikatsiya texnologiyalaring rivojlanishi internet orqali ta'lim olish imkoniyatlarini kengaytirmoqda. Ta'limni boshqarish tizimi rasmiy, ijtimoiy va an’anaviy ta'lim aralashuvi orqali o'rganishni qo'llab–quvvatlaydi. Ushbu tizimining asosiy foydalanuvchilari ikkita – o'quvchilar va ma'murlardir. Ta'limni boshqarish tizimi qiymat, barqarorlik va xavfsizlik kabi xususiyatlari bilan xarakterlanadi. Foydanuvchanligiga ko’ra biz ta'limni boshqarish tizimini uchta sinfga ajratishimiz mumkin [1, 2].

Bular quyidagilar:

- Xususiy ta'limni boshqarish tizimi;
- Standart asosidagi ta'limni boshqarish tizimi;
- Ochiq arxitekturali ta'limni boshqarish tizimi;

Ta'limni boshqarish tizimlarining afzalliklari:

Har bir tizimda bo’lgani kabi ta’limni boshqarish tizimlarining ham afzalliklari va kamchiliklari mavjud. Quyida biz tizimning afzalliklariga to’xtalib o’tamiz. Bular:

- o’qish uchun mobillikni ta’minlash, ta’lim oluvchi va ta’lim beruvchi o’rtasida virtual aloqani ta’minlash;
- turli topshiriqlarni, lobarotoriyalarni, kurs ishlarini va hakozalarni online 24/7 rejimida tizimga yuklash;
- ishlab chiqilgan strategiya va metodologiyani qo’llagan holda mavjud resurslardan foydalanishni ta’minlash [3];
- tarkibni o’zgartirishning integratsiyasi orqali samaradorlikni oshirish kutilmagan vaziyatlarni va online imtihon olish yo’li bilan xarajatlarni kamaytirish;

- bu tizim orqali mustaqil o'rganish va mustaqil fikr yuritish qobiliyati shakllantiriladi;
- o’zaro bog’langan fanlarni tartibini buzib o’qiy olmaslik, bu huddi fundamentsiz uy qurib bo’lmaslikka asoslangan;
- ta’limni boshqarish tizimi o'quvchilarga turli xil ta'lim olish imkoniyatini beradi, uzoq muddatli o'rganishni, qulaylikni, moslashuvchanlik va boshqa ko'plab afzalliklarni yaratadi

Ta'limni boshqarish tizimlarining kamchiliklari

- fizik mavjud o’rganiladigan obyektrlarning simulatsiyasi yetarlicha yaratilmagan, misol uchun tibbiyot sohasidagi biror organ holati yoki fizik ta’sir jarayonlar bu tizimda aks ettirilmagan;
- turli pedagogik texnologiyalarni qamrab olmagan. Chunki mavjud pedogagik texnologiyalarning aksariyati yuzma–yuz ta’lim shakliga asoslangan;
- kimdir fanini tez o’zlashtira oladi kimdir sekin o’zlashtiradi, vazifalarni topshirish jarayoni ham shunga o’xshash, bunda ma’ruzachi talabani baholashda qiyinchiliklarga duch keladi;
- o'qituvchilar, ayniqsa LMS ishga tushirilganda, dastlabki bosqichlarda qo'shimcha ishlarni bajarishlari kerak. O'qituvchi, bir vaqtning o'zida talabalar bilan ham on–layn ham offline mashg'ulotlarni olib borishi kerak[4];
- plagiat muamosi. Talabalar internetdagi hamma narsalarni qidirishga harakat qilishadi, shuning uchun bu ish sifatiga ta'sir qiladi va haqqoniy bahoga ta'sir ko’rsatadi

Xulosa qilib aytganda, har bir sohada bo’lgani kabi ta’lim tizimida LMS innovatsion zamon talablariga javob beradigan maqbul yechim bo’lib xizmat qiladi. Chunki bugungi kun talabidan kelib chiqib shuni aytish mumkinki, texnologiyalar, ishlab chiqarish jadal rivojlanayotgan bir paytda kadrlar tayyorlashni sifat va son jihatdan raqobatdan ortda qolishi muamolarga sabab bo’lishi mumkin.

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GENERATION Z AND DIFFERENCES BETWEEN MILLENNIALS

Rakhmonv S., *student of TUIT named after Muhammad al–Khwarizmi*

Abstract. *There are many types of human generation, who depend on the period of living. To begin with, the first primitive people to the generation Z. This article is concerned on Generation Y and Z, and here you can see the differences between them, before we start, let me ask you "Do you know, which generation you belong to?" If you do not know, it is normal here we are to inform you about it.*

What does the generation Z mean? People who were born at the end of the 20 century and at the beginning of 21, in 1995 or above, to be exact are considered to be generation Z. It means, one fifth people of the Earth is inhabited by representatives of this generation, people under the age of 20 years. In addition, it is no great surprise that this number is increasing year by year. However, the number of Millennials are stable.

So, what is the generation Y or Millennials? – all who were born after 1981. The phrase 'millennials 'are coined by authors William Strauss and Neil Howe (as well as Gen–Z) in 1987, but after 6 years in 1993, an "Advertising Age" editorial coined the phrase 'generation Y' to describe those who were aged 11 or younger. It is evident that these generations have several differences.

It is mandatory to note that Generation Z is iGen, and always try to do something alone, as to Y they are considered to be hyper–responsible, propensity to obey. However, the new one is much more independent. Representatives of generation Z are much faster becoming independent, have less prejudice and stereotypes, and are distinguished by ambitiousness and striving for self–development. Generation Y (44%) selects proven brands, while Gen–Z prefer to buy new items, if the price is available. Pre–planned purchases of 39% of the Y–generation. This is due to the fact that most millennials are married (52%), have a stable job (64%) and plan their budget. Spontaneous purchases make 44% of the Z–generation. According to the researches 60% of Y–generation respondents use searching platform when they need necessary information.

While every second member of the Z–generation is looking for information through YouTube. Moreover, Millennials are actively using instant messengers, but not more than iGen, nevertheless we should keep it in mind. Generation Y tends to verify the information received (40% of respondents). The generation Z (40%) trusts a reliable, in their opinion, source. The more channels of communication are involved, the more truthful the information will look for the Z–generation. On the other hand, for the eldest Gen., epochal events are 9/11 or some tragedy they always remember them, and try to avoid the mistakes which were done previously by Generation before. Unfortunately, the Bieber's arrest or the death of tent action is more significant for Z than other events.

Summing it up, I think, even If the new Gen have more enthusiasm and skills than Y, they should obey the advice of elders, because they have seen more than we and experience has a great advantage in many aspects in this world.

CLASSIFICATION AND CENTRAL MEANING OF POLYSEMANTIC WORDS

Nazarova M.A., *PhD, assistant professor of Foreign languages Department of TUIT named after Muhammad Al–Khwarizmi*

Abstract. *The article is dedicated to the classification and central meaning of polysemantic words of English. Concrete examples of differences between central and other meanings of polysemantic words and how to teach students of non philological audience to recognize them are given.*

In English, as in many languages, there are linguistic units with different meanings. As Russian scientist Litvin F.A. said, “Essentially, very many words in all languages have more than one meaning” [F.A. Litvin 1984]. Such words are called as *multi-meaning* or *polysemantic.*

While reading texts in English on specialty, students are often faced with a number of difficulties. One of these difficulties is recognition and determination the correct meaning of polysemantic words. From the logic point of view, any meaning of a polysemantic word grows out of the primary use of a literal meaning of the given word, which means that there is a successive connection between primary and secondary meanings.

Metaphorically, transferred meanings specify in similarity of signs of subjects. First sign is *metonymical-portable*, which subdivide into spatial, temporary and cause-effect connection between them. The structure of transferred meanings necessarily includes an associative component. Many words in metaphorically and metonymical-figurative meanings are emotionally painted: they transmit irony, a sneer, neglect, etc.

As examples can serve the following English words: ***lamb*** (used to describe or address someone regarded with affection or pity; the soft, flabby person; contemptuously about the person, who is not able to stand for itself); ***parrot*** (a person who meaninglessly repeating another's words); ***leech*** (a person who extorts profit from or sponges on others); ***a crab*** (playfully about the grumbler; the irritable person, the quarrelsome person); ***chicken*** (loser, coward person).

As we can see, the nature of emotional colouring is defined by the properties of subjects and objects, which make up the volume of the original meaning.

The second and third signs, *comparative communicative meaning and relative frequency of realization*, are actually inseparable from each other as frequency of the use of a word is in literal dependence on character of its meaning. To these signs among dictionary meanings of a polysemantic word, it is possible to allocate *the main and subordinated* meanings. Correctly, to find the necessary meaning for translation, it is necessary to know its central meaning, the basics. The *main* or *principle meaning* of a word is, as a rule, the literal nominative-active non-derivative meaning which is the source for all meanings. In the principal meaning, the word usually expresses a concrete concept. If we address to a dictionary entry we will see, that the principal meaning of a word is given first with the basic meaning, which is a support for its understanding of other subordinated meanings.

In the practical mastery of the word, it is necessary to learn, firstly, the principal meanings. The subordinated word meaning does not give a complete picture and does not allow student to use and translate correctly the word in all contexts.

Meanings of polysemantic word are not equal in rights. They can be classified according to several criteria. On a way of naming subjects, allocate *literal and figurative* meanings. Words in a literal meaning are semantically non-productive, and words in figurative meanings are semantically derivatives. They not only name a subject, but also contain in the meaning instructions on connection of subjects named them with subjects of another class. Words at figurative meanings name subjects through their correlation with the subjects making volume of a reference meaning. [R.I. Rogozina 2003]

For example, one of the subordinated meanings of a verb ***mind*** is *the opinion, desire* (*to my mind* – in my opinion; *I changed my mind*. – I have changed my opinion). However, for free possession of a word there is not enough the knowledge of this particular meaning. The main meaning of ***mind*** is *intellect; reason; intelligence;* (mind of great capacity, the great minds of the world, in one's mind, of one's mind). Proceeding from this, it is possible to use and translate this verb correctly: *never mind your mistake; mind your manners; mind your parents; mind the broken glass*.

It is impossible to connect the verb ***look*** only with the meaning *to examine* or *keep up* based on contexts in which the subordinated meaning of ***look*** is realized as: *look* ahead; *look* through blue-coloured; *look* things in the face; one's way of *looking* at things.

Though the subordinated meaning of a word **gap** is *backlog in some area* (technological gap, rocket gap) also it is connected with its principal meaning – *a breach, the purpose,* it does not give a key for translation of all word-combinations with this word, for example:

– *an interval:*

to bridge / close / fill a *gap* (to fill an interval); to leave a *gap* (to leave an interval)

– *a deep divergence (in views); a lack:*

sorely felt / unbridgeable / wide *gap* (the big, notable interval; the big, notable difference); generation *gap* (the conflict of generations, a problem of fathers and children).

If the development of polysemy of words occurred by meaning updating (sometimes in a case of metaphorical transferring of the name), meanings of a multiple-meaning word are connected by one *central meaning* and grouped round one *semantic pivot.*

The central meaning (main meaning, a semantic pivot) is the general meaning, which units a principal meaning of a word and the majority of subordinate meanings. The central meaning – actually, meaning of a root, therefore it unites not only meanings of one word, but also meanings of related words. The central meaning is not fixed in dictionaries. To define it is possible by examining all the meanings of a multiple-meaning word and meaning of related words.

For example, the central meaning of a noun ***tooth*** is the concept of *dents.* Round this semantic pivot all word meanings are grouped, such as: *crown of a tooth*; *neck of a tooth*; *root of a tooth*; *to brush / clean one's teeth*; *to cap a tooth*; *to drill a tooth*; *to extract a tooth, to pull a tooth out*; *to fill a tooth*; *to pick one's teeth*; *to set / clench / grind/grit one's teeth; teeth of a saw*.

During historical development of language the meaning of a polysemantic word can be redistributed: the main meaning can fade into the background, the initial meaning can be perceived as derivative.

For example, in the original etymological meaning of a noun ***traffic*** is the meaning of *trade* (traffic in drugs, slave traffic). Now this meaning is perceived, as subordinate meaning as *transport* became a principal meaning:

In England *traffic* keeps to the left.

There is no foot *traffic* across the bridge.

He was waiting for the cross *traffic* to pass.

From the logic point of view any meaning of a polysemantic word is the result of the primary use of a literal meaning of the given word, that is between primary meaning and secondary meanings there is a successive connection. We will consider the verb ***call*** which basic meaning is *to cry out to (someone) in order to summon him/her or attract their attention, to shout, to name*: call for help; call up; call me J.K. This sense unites the following word meanings: *to ring or to telephone* (Could I call you back?); *summon* (an emergency service, taxi, etc.) *by telephone* (if you are suspicious, call the police); *bring (a witness) into court to give evidence; inspire or urge (someone) to do something* (I am called to preach the Gospel); *fix a date or time for (a meeting, strike, or election)*, etc.

Process of occurrence of secondary meanings is connected with historical genesis of language, and essential role is played with the psychophysical potentialities of the person consisting in ability to construct associative connections.

The lexical meaning of every word depends upon the part of speech to which the word belongs. Every word can be used in a limited set of syntactical functions, and with a definite valence. It has a definite set of grammatical meanings, and a definite set of forms. [I.V. Arnold 1986, 44]

If not to know, that central meaning of a noun ***coat*** – *an external covering*, then word-combinations *dog's coat, a coat of paint, a coat of mail* will be seemed illogical.

The knowledge of the central sense round which meanings of a polysemantic word and related words are grouped, helps to understand, why the same word is used for the name of, it would seem, diverse subjects.

For example, *a slide rule, a landslip* and *a collapse* are called in English as the same root ***slide***. A semantic pivot, which unites all these meanings has a concept of sliding, ease of movement.

To understand, why Englishmen name the same word ***draught*** as *a draft and draughts*, it is possible in the case if you know that both of these meanings are associated with the effect of ***draw*** – *to pull, drag.* At first it is difficult to student

understand, why *a suit* (trousers and a jacket, a skirt and a jacket) and *suit* (in maps and cards) are called as the same word ***suit***. For British these meanings are united by the general meaning *a set, the complete set of subjects in harmony among themselves; the consent, harmony.* Meaning of *a costume* is specifying case; it was formed, as a result, of isolation of combinatory meaning of *a suit of clothes*.

Having established on the basis of the analysis of semantics of words with a root ***slip*** - the general for all of them central meaning (*sliding, instant action*), it is possible to translate easily the combinations containing words with this root: a *slippery* road*; slip* on a dressing gown; *slip* area; *slip*-flow region.

Therefore, students must remember that instead of mechanically remembering the translation of all related words, it is necessary to try to understand the central meaning of a polysemantic word, which connects them.

The central meaning of the English polysemantic word, which is familiar to Russian only on one of its combinatory meanings, is often mistakenly used with the same contextual meaning. However, meanings of the Russian and English multiple-meaning words coinciding in separate combinatory meanings (i.e. translating each other in separate contexts) or in some dictionaries the meanings can be grouped round different semantic pivots. Thereupon, Vinogradov V.V. wrote: «The context is that condition environment in which the lexical word meaning develops and in which the basis of the dialectic contradiction between semantic possibilities and concrete communicative requirements there are new lexical semantic variants of words, hence, their new actual meanings enriching structure of a polysemantic word». [V.V. Vinogradov 1977]

For example, the English adjective ***stray*** can correspond in a separate context to Russian adjective ***casual*** *(случайный):* a stray visitor – *случайный гость*. However, words *stray* and *casual* (случайный) have different central meaning which defines semantic possibilities of each word meaning. The word *stray* as adjective expresses a deviation from the norm, concept of following the wrong way (a stray bullet, a stray dog, a stray child); but the central meaning of *casual* (*случайный)* as an adjective is: *appeared, arisen it is unforeseen; not constant, not regular* (*chance meeting, accidental work, incidental expenses*).

The word ***field*** in one of its meanings corresponds to a noun ***margin*** (border of a page), but meanings of these multiple-meaning words unite round different semantic pivots that causes their various use. For English word *margin,* the pivot meaning is *territory, border, restriction*, but for Russian is word *field*, which central meaning is concept of *space, mainly plain and flat*.

To sum up, it is necessary to notice, that the subordinated meanings have various rate of the use. To avoid mistakes in the translation, it is necessary to look through all entry, but not to stop at one of the first meanings that are most familiar. Being acquainted with semantics of a polysemantic word, it is necessary to use monolingual (glossary) dictionaries, in which the meanings of a word are described, rather than translated, and students for whom the language is native understand the perceived meaning of the word as it. The perception of meaning of a foreign word in the interpretation and translation provides a common

misconception of the semantic features of speech, distorting its central meaning, which prevents the correct usage of words. In spite of the fact that dictionary work and lexicon studying have the same object – the word, on occupations on lexicon the word is studied as unit of lexical system and a problem of enrichment of the dictionary though stands, but is not the leader, while for dictionary work this problem the basic.

However, it is necessary to mean, that expansion of a lexicon of students happens much more intensively if the work leans against the knowledge gained from the course of studying of lexicon.

At correctly studying of a polysemantic word synonymic numbers of words extend, the mechanism of selection of antonyms is improved, and expressive possibilities of language are enriched.

Mastering the language – a vocabulary and the grammatical system, which allows building words into accurate sentence and clear structure of the larger components of the text, creates perfect conditions for thought perfection, for development of thinking. Exact understanding of the word meaning (word-combination, phrase) designating concept, to be able quickly in the 100-th shares of second to choose the necessary or right word, to connect it not only on meaning, but also grammatical with other words, allows the student to operate with this concept, i.e. to think, carry out conceptual (speech) thinking.

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SOME ASPECTS OF TEACHING GRAMMAR TO FOREIGN LANGUAGE LEARNERS

Yusupova Sh.B., *senior teacher, National University of Uzbekistan named after Mirzo Ulugbek*

Abstract. *This article is devoted to some aspects of teaching grammar to foreign language learners. It lights up teaching the English grammar with innovative technologies in classrooms.*

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the

language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of non–prestige forms. The teacher should use the authentic materials as teaching tools. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary. In this article, I would like to share some procedure for teaching grammar.

Aspects in teaching grammar can be made more communicative by retaining some practices. Introduction of grammar materialized by a lot of principles have formed the foundation of English language. It seeks to provide learners with the target language system. It is assumed that learners will have to prepare to use the target language in many predictable and unpredictable acts of interaction, which arise both in classroom interaction and in real–world situations, whether concurrent with language training or subsequent to it. [1,500] Students of intermediate level appreciate and benefit from direct instruction that allows them to apply discussions, debates and critical thinking skills to language learning. Teachers can take advantage of this by providing explanations that give students a descriptive understanding of each point of grammar. Teach the grammar point in the target language or the students' first language or both. The goal is to facilitate understanding. Limit the time you devote to grammar explanations to 10 minutes, especially for lower level students whose ability to sustain attention can be limited. Present grammar points in written and oral ways to address the needs of students with different learning styles. An important part of grammar instruction is providing examples. Teachers need to plan their examples carefully around two basic principles: *Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson.*

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. These results are bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. While such a small class gives learners a great deal of individualized attention from the teacher, it does not provide opportunity for group and pair work with different sets of classmates. Much of our language interaction in the classroom was between student and teacher.

While the teacher did ask and answer questions of our classmates, she or he must give other students few tasks where pair and group work was necessary

to accomplish a goal while using the target language. I think that the opportunity to complete cooperative tasks using Uzbek, we might have taken more language risks. The teacher might have seen and heard some more varied language production. This is just my hunch. I do know that I enjoyed asking questions of my students with each other in the target language, and I wish they had had more opportunity for student to student communication without the teacher's involvement.The interaction competence model balances these extremes. The model recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language.

I begin with a review of English grammar, eliciting from them whatever explicit knowledge they have of the grammar of English noun and verb phrases, and summarize this on the board: what emerges from this is that English noun phrases contain nouns or pronouns: *we define them in a `schoolbook' way as name of a person, place or thing, adjectives, numerals and other quantifiers, demonstratives (this, that), definite and indefinite articles,* and some people even mention *gerunds.* There is a direction of modification; everything modifies to the right, and not to the left. This may seem obvious, but in other languages this may not be the case. Modification needs to be established as a kind of dependency. Modifiers are focused on the `head' that they modify. [5,351]. There is a hierarchy of constituents in the noun phrase (and the sentence in general). The order of constituents is not democratic. Adjectives in English have no morphological marking that tells us that they are adjectives, but possessives do–they are marked in pronouns with stem alternates. After this brief recap of what the students know/remember about this subject, I ask for volunteers to represent the constituents of an English noun phrase. I have prepared large cards with *nouns, adjectives, and other modifiers* on them, and they have to organize themselves into an acceptable Noun Phrase. They do this with some reluctance and rolling of eyes etc. because at this point they see it as childish. However, it requires them to cooperate in producing an acceptable Noun Phrase and it reminds them that the order is not free–*the adjectives are closest to the Noun, the quantifiers in front of the adjectives, the demonstratives before that, etc*.

The most characteristic functions of the noun in a sentence are the function of a subject and an object, since they commonly denote persons and things as components of the situation, e.g.: *The teacher took the book.* Besides, the noun can function as a predicative (part of a compound predicate), e.g.: *He is a teacher;* and as an adverbial modifier, e.g.: *It happened last summer*. The noun in English can also function as an attribute in the following cases: when it is used in the genitive case *(the teacher's book),* when it is used with a preposition *(the book of the teacher),* or in contact groups of two nouns the first of which qualifies the second *(cannon ball, space exploration, sea breeze, the Bush administration, etc.).*The last case presents a special linguistic problem, which is sometimes referred to as *"the cannon ball problem".*

One aspect of the problem can be formulated in the following way: is it a contact group of two nouns or is the first word in this phrase an adjective homonymous with a noun? The arguments which support the former point of view are as follows: the first word in such contexts does not display any other qualities of the adjective, except for the function (it cannot form the degrees of comparison, it cannot be modified by an adverb, etc.); besides, sometimes the first noun in such groups is used in the plural, e.g.: *translations editor*. An additional argument is purely semantic: *a dangerous corner – a danger signal;* the adjective *dangerous* describes the thing referred to by the following noun, so it is possible to ask a question *"What kind of ...?",* while the noun danger tells us what the purpose of the signal is, so the possible question is *"What ... for?"*

The use of pair work, especially, can be helpful when students give each other corrective feedback, as long as such a situation is carefully scaffolded. The usefulness of effective corrective feedback can be influenced by students' language level and learning styles. Students are sometimes more receptive to feedback from their peers–it can be less intimidating to some than correction by the teacher. The use of pair work in student–genrated corrective feedback can, however, be an effective way to include less teacher–centered correction in the classroom. Pair and group work can also be helpful in vocabulary and grammar acquisition. Students who work collaboratively to complete a task involving new vocabulary have each other as a resource: working with another can give students an opportunity to interact with a new word more frequently than if they simply complete a task on their own [1,59].

Students have yet another opportunity to interact in English when providing each other corrective feedback. The teacher in this case is a facilitator of the students' using English together.The argument that students just need to use the language and the rest will come by itself seems rather weak. Students come to us we must teach them. If they want only conversation, they will probably inform us – or, they might just go to a chat room on the Internet. Obviously students need to be corrected as part of the learning experience. However, students also need to be encouraged to use the language. It is true that correcting students while they are trying their best to use the language can often discourage them. The most satisfactory solution of all is make correction an activity. [3,18] Correction can be used as a follow–up to any given class activity. So, correction sessions can be used as a valid activity in and of themselves. In other words, teachers can set up an activity during which each mistake or a specific type of mistake will be corrected. Students know that the activity is going to focus on correction, and accept that fact. However, these activities should be kept in balance with other, more free–form, activities which give students the opportunity to express themselves without having to worry about being corrected every other word. Finally, other techniques should be used to make correction not only part of the lesson, but also a more effective learning tool for the students. These techniques include:

- ✓ Deferring correction to the end of an activity;
- ✓ Taking notes on typical mistakes made by many students;

✓ Correcting only one type of error;

✓ Giving students clues to the type of error they are making (in written work) but allowing them to correct the mistakes themselves;

✓ Asking other students to remark on mistakes made and then explain the rules by themselves.

Teaching grammar with modern technology just described is an extremely time–efficient and reliable way to track students' fluency – *and their overall reading ability*. While it may be surprising that a one–minute assessment can be so informative, teaching grammar with modern technology has been shown, in both theoretical and empirical research, to serve as an accurate and powerful indicator of overall reading competence –especially through its strong correlation with comprehension. Teaching process should be used to *screen* all students, help to *diagnose* a possible cause of struggling students' problems, and to *monitor* the progress of struggling students who are receiving additional support.

During the last few years, many important changes have occurred in the education systems, which will require teachers to upgrade and refine their technology skills. Some of these changes are due to changes in government policies related to the use of information technology in schools while others are due to developments in state of the art pedagogical practices. Others are due to the continual advancements in technological products and systems themselves, both the hardware and the software. Most countries including Uzbekistan have been working hard for the last few years to develop policies and strategies for school to infuse technology into schools.

The reasons for these efforts are not difficult to understand: a nation's economic success in the 21stcentury will be linked to how well it can adopt and thrive in a global IT environment. The need for knowledge workers and become a developed nation place tremendous responsibilities onto schools and educators to prepare their children to meet global technological changes. In preparing students for their role in society, the Uzbekistan Ministry of Education has identified technology along with literacy and communication, problem solving and human relations as a foundation skill area to be developed in every subject. The uses of information, communication and technology will not only enable the students to learn but to also enhance their understanding of the connections between technology, society and the environment. Teachers play the important role of facilitators and parents are encouraged to give due attention to students' progress and achievement.

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MAMLAKATIMIZDA ZAMONAVIY AXBOROT KOMMUNIKATSIYA TEXNOLOGIYALARIDAN FOYDALANGAN HOLDA TA`LIM OLISHNING "KREDIT TIZIMI" NI JORIY ETILISHI

Turg'unov A., *Muhammad al-Xorazmiy nomidagi TATU talabasi*

Abstract. *This article is devoted to the system of higher education aimed at the introduction and implementation of the "credit system" of modern information technologies. In addition, the introduction of "credit system" is aimed at helping professors and teachers of educational institutions to increase their scientific potential and skills, as well as to promote their fields as qualified specialists.*

O`zbekiston Respublikasi Prezidentininng 2017 yil 7 fevraldagi "O`zbekiston Respublikasining yanada rivojlantirish bo`yicha harakatlar strategiyasi to`g`risida"gi PF–4947–son Farmoni qabul qilindi va mazkur farmon bilan 2017–2021 yillarda O`zbekiston Respublikasini rivojlantirishning beshta ustuvor yo`nalishlari bo`yicha Xarakatlar strategiyasining "ijtimoiy sohani rivojlantirishning ustuvor yo`nalishlari" nomli IV–bo`lmida 4.4 band bilan ta'lim va fan sohasini rivojlantirish bo`yicha qator vazifalar qo'yildi.

Undan tashqari yuqoridagi Farmonni ijrosini to`la–qonli ta'minlash maqsadida 2017 yil 20 aprelda O`zbekiston Respublikasi Prezidentining "Oliy ta'lim tizimini yanada rivojlantirish chora tadbirlar to`g`risida"gi PQ–2909–son Qarori shu bilan birga O`zbekiston Respublikasi Prezidentining 2018 yil 19 fevralda "axborot texnologiyalari va kommunikatsiyalari sohasini yanada takomillashtirish chora–tadbirlar to`g`risida"gi PF–5349–son Farmoni bilan Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirligi hamda oily va o`rta maxsus ta'lim vazirligining Muhammad al–Xorazmiy nomidagi Toshkent axborot texnologiyalari universitetida, shu jumladan uning filallarida 2018/2019 o`quv yilidan boshlab axborot texnologiyalari va kommunikatsiyalari sohasida kadrlar tayyorlash bo`yicha ta'limning kredit tizimini joriy etish to`g`risidagi taklifi maqullandi.

Yuqoridagi Farmonni ijrosini ta'minlash maqsadida 2018 yil 24 iyulda O`zbekiston Respublikasi Vazirlar Mahkamasining "Muhammad al–Xorazimiy nomidagi Toshkent axborot texnologiyalari universitetida kadrlar tayyorlash tizimini tubdan takomillashtirish va samaradorligini oshirish chora–tadbirlari to`g`risida"gi 569–son Qarori bilan Muhammad al–Xorazimiy nomidagi Toshkent

axborot texnologiyalari universiteti va uning hududiy filallarida 2018/2019 o`quv yilidan ta’limning kredit tizimi joriy etildi.

“Muhammad al–Xorazimiy nomidagi Toshkent axborot texnologiyalari universiteti va uning hududiy filallarida mavjud o’quv hona va labaratoriyalarini zamonaviy axborot kommunikatsiyalari texnologiyalari bilan jihozlash “ nomli loyihani asosiy maqsadi universitet va uning hududiy filallarida tahsil olayotgan talabalarni va professor o’qituvchilarni hozirgi davrda dunyoda axborot texnologiyalari va kommunikatsiyalari sohasida olib borilayotgan yangi tadqiqotlar bo’yicha mustaqil o’rganish va ilmiy izlanishlarni olib borishda yetarlicha shart sharoitlar yaratib berishdan iborat.

Zamonaviy oily ta’lim muassasalarining asosiy maqsadlaridan biri bu– hozirgi davr talabiga javob beradigan axborot kommunikatsiya texnologiyalarini qo`llagan holda, ta’lim berish sifstini va samaradorligini oshirish, mustaqil ta’lim olish jarayonini ta’minlashdan iborat. Bu esa o`z navbatida oliy ta’lim muassasalarida mavjud mutaxassislik o’quv xona va labaratoriyalarni zamonaviy axborot kommunikatsiya texnologiyalari vositalari bilan jixozlashni talab etadi. Ushbu loyihaning harajatlar sistemasi 1 842 340 000 so`mni tashkil etadi.

TATUda 2018/2019 yillari o’quv dasturi ta’limning kredit tizimi bilan bog`liq bo`lgani uchun TATUning birinchi kurs talabalri o`qishning ilk kunlaridan kredit tizimi haqida to`liq ma’lumotlarga ega bo`lishdi. Ushbu tizimning yevropa davlatlarida qo`llanishi bilan TATUda qo`llanilishi bir biridan hech qanday farq qilmaydi lekin TATUda yo`lga qo`yilgan kredit tizimi o`ziga xos xususiyatlari va mukammal ishlangani bilan ajralib turadi.

O`quvchi berilgan topshiriqlarni o`z vaqtida bajarmagan vaziyatda topshiriqqa berilgan ballardan mahrum bo`lishi, aynan bir darsning o`zida 450 daqiqa qatnashmagan hollarda uning o`quv faoliyati aynan o`sha dars davomida to`xtatilib, qoldirilgan darslarni qayta o`zlashtirish uchun fan kreditlariga asoslangan holda belgilangan miqdorda pul to`lovini amalga oshirishlari shuningdek o`qituvchi tomonidan berilgan topshiriqlarni bajargan o`quvchiga berilgan topshiriqni o`zi bajarganligiga ishonish maqsadida har bir mustaqil bajarilgan ishni oqituvchining mustaqil ish qabul qilishi jadvali asosida himoya qilib berishi , bajarilgan toshiriqlar TATUning rasmiy sayti lms.tuit.uz da o`nlayn baholanishi TATUdagi kredit tizimining talablari hisoblanadi.

O`quvchi kredit tizimi talablariga javob bermagan hollarda fanlar bo`yicha qayta ta’lim olish uchun to’lov qiymati universitet tomonidan butun o`quv yilining kontrakt summasidan kelib chiqqan holda belgilanadi. Qayta ta’lim olish uchun to’lov mexanizmi universitet tomonidan bir kredit qiymatini hisoblash asosida belgilanadi. Bir kredit qiymati o`quv yili davomidagi ta’lim olish uchun to’lanadigan umumiy summani rejalashtirilgan sinov birliklari (kreditlar) miqdoriga bo`lish yo`li bilan aniqlanadi shuningdek ta’lim dasturini ishlab chiqishda uning har bir ta’lim elementiga mos keladigan ta’lim olish natijalari (kamida 6 ta ko`rsatkich) ko`rsatilishi hamda akademik o`quv yiliga 60 sinov birligi mos kelishi hisobga olgan holda tuziladi.

Ushbu maqolada ta’limning dunyo sitandartlariga javob beradigan tizim kredit tizimi TATUda joriy etilishi haqida yozilgan. Maqolada keltirilgan ma’lumotlar kreidt tizimini abiturientlarga yoritib berishga xizmat qila oladi. Yangi tizimning ommaviy axborot vositalarida yoritilishi barcha oliy ta’lim muassasalarida tadbiq etilishiga yo`nalish bo`ladi.

LEARNING FOREIGN LANGUAGES IN CREDIT SYSTEM OF SOME UNIVERSITIES IN THE WORLD

Abduvakhabova D.N., *TUIT named after Muhammad al–Khwarizmi, Foreign languages Department*

Davronov Kh. D., Davronov Kh.D., *student of TUIT named after Muhammad al–Khwarizmi*

Abstract. *This article provides an overview of the current education system: the module, in particular the credit system. It also provides information on the credit education system, its essence and difference in the various developed countries of the world.*

Once applicants officially become students, they enter a whole new world of learning activities, teaching styles, and assessment methods. Academic credits or university credits are also an important part of international education students will need to know more about, as it will help students better understand how they progress is evaluated during their studies or how they can transfer credits to study at a university abroad.

An academic credit system is a standard used by universities to measure and assess students’ work and effort during their Bachelor, Master or PhD programme. It's important to understand how credits work and how credits from one academic system are converted to credits from other credit systems . Sometimes students need to take preparation courses in order to meet starting credit requirements needed for university admission.The most relevant academic credits for international students are:

- ECTS – European credits
- Semester credit hours (SCH) and quarter credits – American credits

For each course students will take during their degree studies, they will earn a number of credits. How? they will be assessed by their professor in terms of the amount of knowledge and skills they will achieve once they complete that course. Common forms of assessment are a combination of:

- actual attendance
- tests taken during the course
- projects/research work
- oral/written examination

Mainly, each course is worth a certain number of credit points, determined by different criteria including student’s workload, learning outcome and contact

hours. Usually, the more work and effort a student is required to put into a course, the more credits that course is worth. The suggested workload is an estimate for an average student.

Most well–known credit systems worldwide

1. *Acedimic credit systems in Australia*

Australian universities don't have a unified credit system. Each university calculates the credits according to workload and number of study hours per each course.

Credit transfer is available for both undergraduate and postgraduate study programmes and it is established and coordinated by the Australian Qualifications Framework (AQF).

2. *Academic Credit in the U.S.*

In the U.S., students receive semester credit hours, which are based on the number of contact hours accumulated during one semester. Mainly, you would have to take around 5 courses each semester, where each course is worth 3 semester credit hours, the equivalent of 45–48 contact hours. All these would add up to 30 credits per year, the required number to successfully complete a degree in the U.S.

Top universities from the U.S.

- Georgia Institute of Technology;
- Harvard Kennedy School;
- University of South Florida;
- California State University Northridge;
- Bryant University;
- Marshall University.

3. *Academic credit system in Europe*

Aligned to the Bologna system, universities in the EU and EEA countries use the European Credit Transfer and Accumulation System (ECTS) as the main grading system in universities, as well as a way to keep track of credit transfers for students coming from these countries.

In ECTS, a full study year normally consists of 60 credits, so completing a Bachelor's degree would require earning 180 credits and a Master's degree would require 120 credits.

Top universities from international destinations in the EU

- Universities in Germany;
- Universities in Spain;
- Universities in Ireland;
- Universities in the Netherlands;
- Universities in Finland.

7 benefits academic credit systems offer to international students

Students can earn academic credits for any type of study program :modules, courses, placements, dissertation work, and others, and they express the work required for successfully completing the program. Through academic credits, students get a consistent and transparent way of valuing their learning

achievements. The awarded credits are recorded in a credit transcript that can lead to a qualification.

Main benefits of academic credit systems:

- Credits support students' entry to a higher education program;
- They keep track of student progress and determine when he/she has met study requirements;
- They estimate the workload of a program;
- Students can transfer to another university program while keeping part or all previously earned credit points;
- Use the credit you earned to study abroad – academic credit is used and recognized internationally;
- Academic credits act as proof of previous studies when looking for a job;
- Some universities use academic study credits to set degree costs;

How is academic credit distributed between courses?

Take the example of the ECTS system used in EU/EEA countries. The required amount of credits during a year is 60 credits, that means 30 credits per semester. Usually, you would have around four mandatory courses during a semester, with each course worth an average of 7.5 credits. However, there may be cases of classes earning you 9 credits, and others 4 or 5, but the semester total always results in 30 credits.Workload refers to the specific amount of time it takes to an average student to reach the desired learning outcome. The workload includes most academic activities such as lectures, seminars, individual study, exams, etc.Learning outcome refers to the level of knowledge students are expected to gain and be able to apply after completing a process of learning. This may also include skills acquired they can apply in future professions.A contact hour is usually equal to 50 minutes and refers to a lecture or a lab time, so basically a teaching class. This may, however, vary between different credit systems.

In conclusion, I can say that from September, 2018, in Uzbekistan, the credit system of higher education was revoked. And this, of course, means that the education system in Uzbekistan is being further reformed. This system was initially introduced in our University, at the Tashkent University of Information Technology named after Muhammad al–Khorezmi. This system has not been fully implemented at all. Because we only have a part of this system. And hopefully, we look forward to seeing the original appearance of this system in the near future. which will certainly be the first step in the process of creating absolutely profound changes in the education system of our country and the establishment of a highly qualified personnel training system.

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THE ROLE OF CREDIT SYSTEM IN LEARNING FOREIGN LANGUAGES

Abduvaxabova D.N., *TUIT named after Muhammad al–Khwarizmi, Foreign languages department*

Umarova M.F., *student of TUIT named after Muhammad al–Khwarizmi*

Abstract. *This article represents a credit system which is a systematic way of describing an educational program by attaching credits to its components and general information about ECTS. Moreover, the definition of credits in higher education systems may be based on different parameters, such as student workload, learning outcomes and contact hours.*

In this technological world, everything around us developing dramatically. Human beings are much more different from historic time. They are much likely to create more chances to enhance lives. It Is generally known that, young generations are the future of any country. They will be the ones who control a country in the present. So that, nowadays, our president is implementing novelties in educational system. From 2018, In our country, new system, Credit system is implemented. This system is much more beneficial than previous ones. This novelty is first deployed in Tashkent University of Information Technologies in Tashkent city. New thing is that, a student has a lot more chances to work on themselves from their favourite subjects in credit system. Plus, time management is organized in an efficient way. If one want to learn a new language, he or she can attend to an extra lesson without thinking about university stuff. Now, lets consider about what credit system really is.

A credit system is a systematic way of describing an educational programme by attaching credits to its components. The definition of credits in higher education systems may be based on different parameters, such as student workload, learning outcomes and contact hours(3).

The European Credit Transfer and Accumulation System is a student–centred system based on the *student workload* required to achieve the objectives of a programme, objectives preferably specified in terms of *learning outcomes* and competences to be acquired.

General information about ECTS

ECTS was introduced in 1989, within the framework of Erasmus, now part of the Socrates programme. ECTS is the only credit system, which has been successfully tested and used across Europe. ECTS was set up initially for *credit*

transfer. The system facilitated the recognition of periods of study abroad and thus enhanced the quality and volume of student mobility in Europe. Recently ECTS is developing into an *accumulation* system to be implemented at institutional, regional, national and European level. This is one of the key objectives of the Bologna Declaration of June 1999. ECTS makes study programs easy to read and compare for all students, local and foreign. ECTS facilitates mobility and academic recognition. ECTS helps universities to organize and revise their study programs. ECTS can be used across a variety of programs and modes of delivery. ECTS makes European higher education more attractive for students from other continents.(1)

ECTS is based on the convention that 60 credits measure the workload of a full–time student during one academic year. The student workload of a full–time study program in Europe amounts in most cases to 36/40 weeks per year and in those cases one credit stands for 25 to 30 working hours. Workload refers to the notional time an average learner might expect to complete the required learning outcomes.

Credit is also a way of quantifying the outcomes of learning. Learning outcomes are sets of competences, expressing what the student will know, understand or be able to do after completion of a process of learning, short or long. Credits in ECTS can only be obtained after completion of the work required and appropriate assessment of the learning outcomes achieved.

The allocation of ECTS credits is based on the official length of a study program cycle. The total workload necessary to obtain a first cycle degree lasting officially three or four years is expressed as 180 or 240 credits(2).

Student workload in ECTS includes the time spent in attending lectures, seminars, independent study, preparation for, and taking of, examinations, etc.

Credits are allocated to all educational components of a study program (such as modules, courses, placements, dissertation work, etc.) and reflect the quantity of work each component requires in relation to the total quantity of work necessary to complete a full year of study in the program considered.

The regular *Course Catalogue* of the institution to be published in two languages (or only in English for programmes taught in English) on the Web and/or in hard copy. The Course Catalogue must contain the items of the checklist attached to this document, including information for host students from abroad.

The *Learning Agreement* contains the list of courses to be taken and agreed upon by the student and the responsible academic body of the institution concerned. In case of credit transfer, the Learning Agreement has to be agreed upon by the student and the two institutions concerned before the student's departure and to be updated immediately when changes occur.

The *Transcript of Records* documents the performance of a student by showing the list of courses taken, the credits gained as well as the local grades and possibly ECTS grades awarded. In case of credit transfer, the Transcript of Records has to be issued by the home institution for outgoing students before

departure and by the host institution for incoming students at the end of their period of study.

When it comes to learning a new language in credit system, it is very convenient to obtain enough knowledge. In credit system, you will have a great piece of time to work on yourself. Importantly, this system gives learners a lot of compatibilities to boost their skills. Therefore, it really motivates to learn more things in their field. You will choose your interested subjects and learn them perfectly with a lot more passion. Here, the pure educational system does everything in its own place. You are not able to cheat your tutors while learning. You cannot do anything illegal! Moreover, the subjects that you have to earn credits are pretty manageable, you can crack it! So, learning foreign languages becomes very easy! Rather than that, 5 months are given for you to attend to your extra lessons, because, in an academic year, you have a 5–month holiday. The institutions of higher education are in need of infusion of new model of education in order to keep the curriculum in pace with changing environment which include technology adoption, changing industry requirement, changing aspiration of students and changing expectation of society.

In addition to that, when you are a 2nd year student, you will be given a great chance in which you can transfer you education to a foreign university. This chance is only given to a credit system students not others in Uzbekistan. For example, In TUIT, second year students can transfer to any foreign universities which has a contract with it.

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МУЛЬТИМЕДИЙНЫЕ ТЕХНОЛОГИИ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Салахова Э.З., *старший преподаватель ТУИТ имени Мухаммада аль-Хорезми*
Расулов Ж., *студент ТУИТ имени Мухаммада аль-Хорезми*

Abstract. *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 pointed out, that 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.

В настоящее время в нашей республике в образовательный процесс внедряются технологии мультимедиа, представляющие особый вид компьютерных технологий. Характерной особенностью технологий мультимедиа по сравнению с традиционными, в учебном процессе является представление информации не только в виде текста, но и в виде образов, которые позволяют максимально сконцентрировать внимание обучающихся, способствуют лучшему пониманию, осмыслению и запоминанию информации.

Таким образом, исходя из данных выше определений, в нашем исследовании мы принимаем в качестве рабочего определения мультимедийных технологий совокупность компьютерных технологий, одновременно использующих несколько видов информации: *графику, текст, видео, фотографию, анимацию, звуковые эффекты, высококачественные звуковые сопровождения.*

Мультимедиа–технологии появились с изобретением в 1986 году CD–дисков, читаемых при помощи лазера. Это новшество позволило поместить на 12 сантиметровый диск громадное количество информации. Затем, в конце 80–х годов были предприняты успешные попытки соединить видео–изображение и звук с компьютерными программами, что позволило создать интерактивные обучающие программы. Теперь обучающийся был не просто слушателем или зрителем, он стал отныне принимать активное участие в происходящем на экране монитора, изменяя тем самым ход событий.

Параллельно с этим происходит развитие Интернета, виртуального пространства, дающего возможность связывать миллионы компьютеров и передавать на громадные расстояния изображения и звук за считанные мгновения. С появлением Интернета возникла новая среда функционирования языка как средства общения в виртуальном пространстве.

Язык как средство общения постоянно развивается, меняются структура языка, грамматика, произношение, написание слов, примером могут послужить нововведения, например, в английском языке практически не используются некоторые формы будущего времени, существует много других примеров. Процесс обучения иностранному языку является сложной, постоянно развивающейся системой. Компьютеризация обучения иностранному языку помогает облегчить доступ к информации и сократить время изучения языка. На данный момент существует огромный выбор мультимедиа–продуктов, интернет – страничек, содержащих информацию, необходимую для изучения иностранного языка, электронных учебников, баз данных с тематическими текстами и упражнениями.

Одна из актуальных проблем современной методики обучения иностранным языкам – ориентация всего учебного процесса на активную

самостоятельную работу учащихся, создание условий для их самовыражения и саморазвития. Но нельзя забывать, что компьютер не определяет содержание обучения – он является лишь эффективным средством обучения иностранному языку, поэтому разработка методических основ обучения иностранным языкам с помощью компьютера должна базироваться на глубоком анализе дидактических и методических возможностей, способствующих реализации основной цели в преподавании иностранных языков – формированию умений и навыков коммуникативной компетенции. Компьютер позволяет:

– моделировать условия коммуникативной деятельности;

–овладевать лексико–грамматическими навыками;

– индивидуализировать и дифференцировать обучение;

–повышать мотивацию;

–увеличивать объем языковой тренировки;

–способствовать выработке самооценки учащихся;

–обеспечивать перенос языкового материала в другие виды речевой деятельности.

Компьютер предоставляет огромные возможности тестирования уровня владения иностранным языком или темой с участием преподавателя, что сократит время проверки результатов. Тесты возможны самые различные: подстановочные, выборочные, правда–ложь, шаблонные. Преподаватель может применять компьютер для оптимизации обучения, повышения эффективности и объективности учебного процесса при значительной экономии времени, для организации коллективной работы и для работы с учебными материалами. В качестве средства технической поддержки деятельности преподавателя компьютер открывает широкие перспективы в совершенствовании организации процесса обучения, более того, некоторые организационные формы учебного процесса не могут быть реализованы без применения компьютера, например, коллективная творческая работа над совместным проектом.

Вопрос интеграции Интернета в образование, и в частности применение его в обучении иностранным языкам, в настоящее время также достаточно актуален. Это связано в основном с тем, что при использовании Интернета как одного из средств обучения иностранному языку, лучше реализуются многие цели и задачи процесса обучения. Отсюда следует, что Интернет в скором времени войдет в повседневную практику преподавания во всех учебных заведениях. Сейчас уже все понимают, что Интернет обладает колоссальными информационными возможностями, но нельзя забывать, что, какими бы свойствами ни обладало то или иное средство обучения, первичны дидактические задачи, особенности познавательной деятельности студентов, обусловленные определенными целями образования. Интернет со всеми своими возможностями и ресурсами – одно из средств реализации этих целей и задач [Полат, 2000]. Естественно, главная цель обучения иностранному

языку – формирование коммуникативной компетенции [Селевко, 1998]. Для этого с помощью Интернета можно:

- ✓ включать материалы сети в содержание урока (интегрирование их в программу обучения);
- ✓ проводить самостоятельный поиск информации студентами в рамках работы над проектом;
- ✓ повышать мотивацию и создавать потребность в изучении иностранного языка посредством живого общения;
- ✓ формировать и развивать умения и навыки чтения, непосредственно используя материалы сети разной степени сложности;
- ✓ формировать и развивать умения и навыки аудирования на основе аутентичных звуковых текстов сети Интернет, также, соответственно, подготовленных преподавателем;
- ✓ совершенствовать умения письменной речи, составляя ответы партнерам по переписке; пополнять словарный запас лексикой современного иностранного языка, отражающего определенный этап развития культуры народа, социального и политического устройства общества, используя аутентичные тексты из страны изучаемого языка;
- ✓ получать культуроведческие знания, включающие в себя речевой этикет, особенности речевого поведения различных народов в условиях общения, особенности культуры, традиций страны изучаемого языка.

На данный момент существует большое количество сайтов, адресованных преподавателю иностранных языков. На таких сайтах можно найти готовые уроки преподавателей иностранного языка, тематические видеоролики, газетные статьи, различные тематические тексты, упражнения, грамматические пояснения, аудиокниги.

Компьютерные технологии обучения призваны обеспечить качественно новый уровень образования. Мультимедийные технологии стали внедрять совсем недавно, но, несмотря на это, они с каждым днем все больше и больше пользуются успехом в обучении иностранным языкам. Компьютер должен служить вспомогательным средством, как любое другое техническое средство обучения или учебник. Не следует забывать, что компьютер обладает рядом преимуществ: в нем сочетается видео–аудио–информация, текстовая информация, возможность записи собственного голоса и дальнейшей коррекции произношения. Преподаватель может применять компьютер для оптимизации обучения, повышения эффективности и объективности учебного процесса при значительной экономии времени.

Таким образом, для преподавателя применение компьютера обеспечивает возможность постоянного совершенствования учебных материалов, оперативного контроля за ходом учебного процесса, внедрения новых организационных форм обучения. Более того, многообразие технологий в обучении позволяет сделать уроки более насыщенными и интересными. Данный подход мотивирует студентов на работу на занятиях, облегчает понимание иностранного языка. Хотелось бы отметить, что

компьютерные технологии уже широко используются в процессе обучения в Ташкентском университете информационных технологий в связи с внедрением кредитной системы обучения, что позволяет осуществлять мониторинг всего учебного процесса, а также выполнение студентами различных учебных заданий и оценка их знаний.

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ПРЕИМУЩЕСТВА ИСПОЛЬЗОВАНИЯ СИСТЕМЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ “MOODLE” ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

Иргашева Ш.С., *Ташкентский Финансовый Институт, кафедра Иностранных языков*

Abstract. *The article presents the development experience of online computer–assisted learning package based on modular object–oriented dynamic learning environment (MOODLE) that is designed to teach a foreign language for specific purposes in non–linguistic university. The developed package allows enhancing the teaching process by creating optimal conditions to realize the principles of teaching differentiation and individualization and also by stimulating the students' motivation to learn the language through various methods and kinds of teaching tasks.*

Современный учебный процесс экспериментирует значительных изменений в силу различных причин, таких как активное развитие интернет–ресурсов, использование разнообразных платформ электронного обучения, новые цели образования и предъявляемые требования к современным специалистам.

Современный образовательный процесс должен выходить за пределы традиционной практики: классной доски внутри четырех стен; классной комнаты. Необходимо применять новые технологические достижения, способные обогатить процесс преподавания и обучения, и вывести его на следующий, более сложный и продвинутый уровень. Кроме того, студенты современного поколения способны получать и изучать цифровую

информацию и участвовать в интерактивных действиях в современном цифровом мире. Они смогут использовать постоянно меняющиеся и прогрессирующие технологии, активно внедряемые в процессе обучения, что касается всех предметов. Это стало возможным благодаря активному использованию новых технологий, Интернета, электронных учебников и программ с раннего детства.

Таким образом, процесс обучения современности должен соответствовать всем вышеперечисленным требованиям и требовать от преподавателей внедрения современных достижений в учебном процессе. По этой причине, специалисты по электронному обучению постоянно ищут новые идеи и успешные решения для онлайн–обучения, особенно экономически эффективные. Сообщество разработчиков программного обеспечения предложили Moodle (аббревиатура от модульной объектно–ориентированной динамической учебной среды) и является одной из доступных сегодня систем управления обучением с открытым исходным кодом весьма универсальная система управления курсом и обучением. Эта интерактивная учебная платформа может быть использована в качестве довольно эффективного организационного инструмента.

Многие преподаватели сходятся во мнении, что объединение онлайн–элементов с индивидуальным обучением означает, что учащиеся демонстрируют лучшую успеваемость, чем, если бы они занимались только в классной среде. Тем не менее, мы не можем похвастаться огромным количеством контактных часов, потому что, несмотря на понимание важности языка, оно не является приоритетным для технического учреждения. Учителя делают многое для уменьшения процесса обучения в условиях ограниченного количества часов, и в своей попытке они обращаются к ресурсам, которые способны накапливать много информации, быть гибкими в выборе и мобильными для постоянного обновления. Другими словами, они обращаются к ресурсу, способному организовать почву для самостоятельной работы студентов.

Рассмотрим один из таких ресурсов в использовании, посмотрите на Moodle. Это относится к виртуальной учебной среде и является одним из наиболее эффективных инструментов обучения. «Moodle» поддерживает модель обучения, в которой преподаватель выступает в роли модератора курса. Платформа обеспечивает индивидуальный подход к каждому ученику, создавая виртуальную среду для групповой совместной работы. Например, в ТФИ мы разработали модуль грамматики английского языка, интегрированный в курс общего английского языка. Этот курс был создан для постоянного усвоения грамматических навыков. В теоретической части курса даны правила в попытке объяснить суть того или иного грамматического явления и показать его место в языковой системе. Студенты учатся анализировать грамматические структуры, определять закономерности и узнавать об исключениях. Эта часть курса предоставляет студенту автономию в изучении и пересмотре любого материала,

пропущенного или плохо полученного во время уроков с гидом. Практическая часть курса посвящена проработке грамматического материала теоретической части.

Как и любой другой обучающий инструмент, Moodle имеет свои преимущества и недостатки. Одним из самых больших преимуществ является доставка, а не набор разрозненных онлайн–инструментов. Все в одном месте, работа учеников, оценки и вклады легко отслеживаются. Находясь в одном месте (в данном случае на одном веб–сайте!) также легче сформировать ощущение интернет – сообщества среди учащихся, чем по электронной почте.

К другим преимуществам можно отнести источник доступности для всех в любое время. Позволяет тренироваться по принципу 24/7/365; это означает, что студенты могут учиться 24 часа в сутки, 7 дней в неделю и 365 дней в году. Лекции и задания доступны в любое время, и участники сами решают, как быстро они хотят пройти курс. Находясь в онлайн–среде, студенты могут работать не только с материалами курса, но и с любым веб–ресурсом. Функции Moodle для учебной деятельности можно схематически представить в виде следующей матрицы (таблица 1):

Элемент Moodle	**Применение в изучении языка**
Назначение: • онлайн активность • офлайн активность • загрузка файла	Могут использоваться для перевода, текстового справочника, заполнения пропусков и упражнений по трансформации, написания эссе и писем и т.д. Существует возможность прикрепить аудио или видео файл для задач понимания на слух.
Урок / Лекция	Предназначен для пошагового изучения темы: каждым правильным ответом открывают новую страницу с новым заданием или информацией. Неправильный ответ возвращают студентам к описанию темы. Этот элемент может использоваться для представления культурной информации, обучения грамматике, чтения, аудирования и т.д.
Опрос	Представляют вопросы с вариантами ответов; позволяют получать статистику ответов в процентах и в виде графика.
Глоссарий	Предоставляют возможность создавать глоссарий лексических единиц, терминов, цитат и т. д. Как для студентов, так и для преподавателей автоматически связывает слова и выражения курса с их определениями в глоссарии.
Журнал	Предлагает те же формы работы, что и “Задание”, но дает студентам возможность многократно возвращаться к тексту задания, чтобы исправить его в соответствии с комментариями преподавателя.
Wiki	Может использоваться для создания совместных

	групповых проектов, где все участники имеют право редактировать текст
Форум	Предназначена для обмена информацией между всеми участниками курса. Этот элемент можно использовать для групповых обсуждений и общения с преподавателем.
Тестовое задание	Позволяет создать банк вопросов, используемый для постоянной и окончательной оценки; содержит разные типы вопросов.
Ресурс: • текстовая страница •страница интернета • каталог •ссылка на файл или веб–сайт	Предназначена для размещения различной информации: текстовых, графических, аудио– и видеофайлов, списков источников и каталога полезных ссылок. В отличие от всех предыдущих элементов Ресурс не включает взаимодействие и оценку

Платформа Moodle также позволяет гибко организовать учебный процесс. Платформа дает возможность сосредоточиться на более сложных разделах курса, оставляя простые части для самостоятельного изучения. Автоматизация процесса обучения может чрезвычайно облегчить работу учителей. Все результаты проверены и сохранены в зачетной книжке. Мультимедийные эффекты являются следующим привлекательным компонентом курсов Moodle. Помимо традиционной текстовой и графической информации электронное обучение включает в себя мультимедийные инструменты: анимацию, видео, аудио и цвет. Это обеспечивает визуализацию учебного материала и позволяет использовать большинство механизмов восприятия новой информации людьми.

Однако среда Moodle имеет определенные недостатки. Компьютерное обучение никогда не заменит непосредственное взаимодействие учителя и ученика; чистое электронное обучение безлично. Обеспечивая полную автоматизацию обучения, электронное обучение не может учитывать индивидуальные особенности интеллекта и характера учащихся. Это не означает, что новая технология должна быть отклонена. Индивидуальное онлайн обучение позволяет учитывать индивидуальные особенности студентов, создавая тем самым оптимальные условия для раскрытия их индивидуального потенциала. Задания Moodle могут быть адаптированы к индивидуальным потребностям и способностям учащихся, таким как:

- ✓ владение иностранным языком,
- ✓ возможности памяти
- ✓ навыки общения.

Эти действия помогают слабым ученикам участвовать в совместной работе и предъявляют высокие требования сильным. Киберпространство может быть более привлекательным для застенчивых учеников, которые чувствуют себя более уверенно дома перед своими компьютерами, чем в классе. Поэтому Moodle повышает уровень активности каждого учащегося,

тем самым способствуя эффективности приобретения знаний и навыков в процессе изучения иностранного языка. Обучение в среде Moodle способствует развитию студенческой автономии. Студенты становятся более активными, проявляют интерес к предмету и методам обучения и критически оценивают свои навыки посредством группового обсуждения проблем и рассуждений, защищая свою точку зрения. Студенческая автономия обеспечивает переход от выполнения репродуктивных заданий к индивидуализации обучения, характеризующейся высоким уровнем мотивации. Смешанное обучение ориентировано на индивидуальное обучение каждого студента и регулярную самооценку посредством онлайн–сотрудничества. Стимуляция отражения очень важна в этой модели. Этот метод создает благоприятные условия для целостного развития личности и самостоятельной работы студентов.

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РОЛЬ ИНОСТРАННОГО ЯЗЫКА В ПОДГОТОВКЕ БУДУЩИХ СПЕЦИАЛИСТОВ В СФЕРЕ ЭКОНОМИКИ И ТУРИЗМА

Юсупова М.У., *Ургенчский филиал ТУИТ, преподаватель экономических дисциплин кафедры «Гуманитарных и социальных наук»*

Abstract. *This article deals with the role of foreign language in training of competitive specialist in economics higher educational institution. Foreign language course in higher school is one of the links in the system of «school – higher educational institution – post higher educational institution training». The possibilities of foreign language as a subject intensifies day by day, because the modern approach to its learning is personally aimed that meets the new pedagogic paradigm, communicative approach, which helps to make the process of study as the process of investigation and communication.*

«Сколько языков ты знаешь,
столько раз ты живешь»
Гете.

Изучение иностранного языка в современном мире — это один из самых важных составляющих моментов современного, успешного человека. Знание хотя бы одного иностранного языка расширяет кругозор, позволяет узнать культуру и обычаи другого народа.

Думается, что каждый человек хотел бы быть успешным и удачливым в бизнесе. А в этом случае опять же очень даже может помочь знание иностранного языка. Во–первых, это дополнительные знания, во–вторых, специалиста, владеющего иностранным языком работодатели охотней берут на службу. Впрочем, и это не самое главное. Основной момент — это возможность окунуться в мир загадочного и непостижимого, это возможность общения с людьми и с другим пластом мировоззрения и ментальности.

Общепринято изучать английский язык, как международный эквивалент общения. Но это не умаляет степень значимости изучения и других иностранных языков. Возможно, кто–то возмутится, и скажет, что не каждый человек способен изучить иностранный язык. Да! Увы, способности у каждого социума ярко индивидуальна, кто–то более склонен к точным наукам, у кого-то более гуманитарный склад ума. Но, несомненно, у каждого человека есть способности и с этим фактом вряд ли кто–то не согласиться. Самое главное эти способности развивать, подпитывать и укреплять.

Известно, что население земного шара составляет 7 392 793 000 человек, из которых примерно 340 млн человек – носители английского языка и 750 млн – люди, изучающие английский как иностранный. Не так–то и много с учетом того, что English language изучают повсеместно.

Успешность подготовки будущих специалистов к жизни и труду в наше время невозможна без всестороннего развития, которое осуществляется средствами различных учебных дисциплин, в том числе и иностранного языка. Владение иностранным языком является обязательным компонентом в подготовке конкурентоспособного специалиста в экономическом вузе. Вузовский курс иностранного языка является одним из звеньев системы «школа–вуз–послевузовское обучение» и продолжает школьный курс. Вузовский курс носит коммуникативно направленный и профессионально ориентированный характер.

Цель курса – приобретение студентами коммуникативной компетенции, уровень которой на отдельных этапах языковой подготовки позволяет использовать иностранный язык как в профессиональной (производственной и научной) деятельности, так и для целей самообразования.

Как отмечает И. Л. Бим, «при обучении иностранным языкам возникают безграничные воспитательные возможности, если иностранный язык

используется как средство для приобщения учащихся к духовной культуре других народов, если он выступает как способ познания действительности, как способ самопознания и самовыражения личности в процессе общения».

Теория обучения иностранному языку в вузе – сложный многогранный процесс выполнения системы действий. Процесс лингвистической подготовки очень динамичен, так как осуществляется в постоянно изменяющихся условиях и в развитии индивидуальных особенностей студентов и личности преподавателя. Значимость лингвистической подготовки в процессе формирования личности будущего конкурентоспособного специалиста обусловливает необходимость такого построения учебного процесса по иностранному языку, который носил бы непрерывный характер: участие в работах научных кружков, самостоятельная работа на различных сайтах Интернета, чтение экономической литературы по специальности и т.д.

Содержание образования в вузе должно служить обеспечению уровня общей и профессиональной культуры, адекватной мировому уровню образования, а процесс обучения иностранному языку в экономическом вузе уникален по своим образовательным возможностям. Он обладает огромным потенциалом внести свой вклад в развитие человека как ответственной личности и яркой индивидуальности, в том числе и в рамках своей специальности.

Целостная система вузовской подготовки по иностранному языку на разных этапах предполагает, с одной стороны, автономным характером обучения на каждом этапе, а с другой стороны – взаимосвязь всех этапов обучения, при которой достижение целей каждого этапа позволяет пользоваться в той или иной форме иностранным языком и обеспечивает возможность продолжения обучения на следующем этапе.

Наряду с практической целью, курс иностранного языка в неязыковом экономическом вузе ставит образовательные и воспитательные цели:

а) расширение кругозора студентов, повышение уровня их общей культуры и образования, культуры мышления, общения и речи;

б) реализация готовности специалистов содействовать налаживанию межкультурных и научных связей, принимать участие в международных конференциях и симпозиумах, уважать духовные ценности других стран и народов. Поэтому роль иностранного языка в подготовке конкурентоспособного специалиста в экономическом вузе очень велика.

С каждым днем потенциал иностранного языка как учебного предмета усиливается, потому что современный подход к его обучению является личностно – ориентированным, что отвечает новой педагогической

парадигме, деятельностно – коммуникативно – когнитивному подходу, который дает возможность выстраивать учебный процесс как процесс познания и общения, учитывая также потребности, интересы, темп развития личности студента, а также осуществлять педагогическую поддержку в становлении студента. Все это помогает подготовить высококвалифицированного, конкурентоспособного специалиста в сфере экономики и туризма, способного работать в новых, изменившихся экономических условиях с учетом рынка труда и развития международных связей.

Современное состояние подготовки конкурентноспособных кадров в системе высшего профессионального образования в соответствии с усложнением целей, средств и структуры учебно – познавательной деятельности предполагает совершенствование учебно – воспитательного процесса, обеспечивающего расширение объема и повышение прочности знаний, умений и навыков студентов, формирование их творческих способностей, необходимых для профессиональной компетентности. Будущие конкурентоспособные специалисты в сфере экономики и туризма должны научиться видеть проблему в окружающей его действительности, критически анализировать факты и принимать целесообразные решения, если при этом они смогут самостоятельно приобретать новые знания и применять их на практике, менять свою профессиональную жизненную ориентацию, повышая собственную квалификацию, то личностные ценности образования будут значимы не только для них, но и для государства.

Демократические преобразования в обществе на первое место ставят индивидуальность, самостоятельность, образованность, неординарность и инициативу личности специалиста с новым типом мышления, достаточным уровнем подготовки и практических умений и навыков, способного к саморазвитию, умеющего работать с людьми и готового воспитать будущее поколение творчески мыслящим, мобильным и конкурентоспособным. Все это заметно актуализирует потребности современного рынка труда.

Для того, чтобы подготовить человека к жизни в постоянно меняющемся мире, необходимо развивать механизмы его само– и жизнетворчества. Образование уже сейчас должно давать человеку не только сумму базовых знаний, не только набор полезных необходимых навыков труда, но и умение воспринимать и осваивать новое: новые знания, новые виды и формы трудовой деятельности, новые приемы организации и управления, новые эстетические и культурные ценности. Всего этого можно достичь только в рамках гуманитарного блока дисциплин, куда входит и иностранный язык, а экономические дисциплины дают лишь точные знания в рамках

приобретаемой специальности. Именно иностранный язык дает возможность в своих рамках объединить как гуманитарную, так и экономическую сторону образования, предлагая изучению огромный спектр информации как в области каких – то общечеловеческих понятий, так и относительно последних разработок и открытий в науке и экономика за границей.

Главная цель обучения иностранному языку в экономическом вузе – обеспечить активное владение выпускниками вуза иностранными языками как средством формирования и формулирования мысли как в сфере повседневного общения, так и в сфере соответствующей специальности.

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SECTION III

INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES

АНГЛИЙСКИЙ ЯЗЫК В КОНТЕКСТЕ ГЛОБАЛИЗАЦИИ

Салахова Э.З., *старший преподаватель, ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *The article explores sociolinguistic aspects of teaching the English language in the context of globalization. It shows the analysis of the English language as a communicative means in the international communication.*

Процесс глобализации сегодня очевиден и распространяясь на все сферы развития общества является предметом жарких дискуссий не только в области социологии, культурологи, политологии, информационных технологий, но и в лингвистической среде. Это объясняется тем, что исследуемое явление носит противоречивый характер. С одной стороны, на лицо несомненный положительный потенциал, характеризующийся стиранием границ между исконно традиционными стандартами и представлениями; стремление к общим и универсальным ценностям, интеграционные процессы. С другой стороны, возрастающая взаимозависимость, взаимовлияние, чаще всего принимающие нежелательные формы.

Такой же противоречивой, под влиянием глобализации складывается и языковая мозаика в международном масштабе. На первый план выдвигается вопрос выживаемости и сохранения чистоты языка, который напрямую связан в первую очередь с его статусом. Функционирование языка в качестве государственного создаёт широкий спектр возможностей для его сохранения, развития и поиска адекватных решений при возникновении проблем. Это связанно с тем, что государственный язык получает привилегию быть основой коммуникационных процессов общества на всех уровнях и во всех сферах деятельности.

Немаловажное значение, в этой связи, приобретают и вопросы, имеющие непосредственное отношение к образованию, количеству говорящих на языке и к мерам, направленным на увеличение числа желающих изучать тот или иной язык.

Многообразность сфер применения и оперативное реагирование на зарождающиеся вызовы, путём выработки мер по их предупреждению и искоренению, должны входить в комплекс задач по обеспечению жизнеспособности языка. С учётом трансформации Интернет в глобальное информационное и коммуникативное пространство, в Узбекистане был принят ряд мер, направленных на развитие национального сегмента сети, что позволило создать большой ресурсный потенциал, охватывающий все сферы функционирования общества.

При этом, web–ресурсы, обладая версией на узбекском языке, публикуются одновременно и на международных языках, включая английский, что позволяет решать две задачи: удовлетворять потребности потребителей в материалах на узбекском языке и занимать свою нишу в мировом информационном пространстве и на рынке on–line услуг.

Языковая эволюция является своего рода следствием способности языка к постоянным изменениям, что приводит к определённым проблемам, которые постоянно находились и находятся в поле зрения исследователей языка. В век глобализации и ускоренного усовершенствования информационно–коммуникационных технологий традиционные тенденции данного процесса кардинально меняются, что приводит к следующим трансформациям:

–превалированию одних языков, уменьшению роли других;

–появлению транснациональных вариантов;

–достаточно часто сегодня можно услышать и рассуждения о "лингвистической глобализации", предполагающей ускорение процесса взаимопроникновения языков.

Люди во всём мире эффективно и в сжатые сроки осваивают различные языки не только в силу потенциальной необходимости повседневного и профессионального общения, но и благодаря насыщенному рынку, как трудовых профессиональных ресурсов, так и мультимедийных услуг. Данный процесс по своей сути схож с коммуникативным перемещением или изменением.

Процессы глобализации привели к появлению новых языковых форм и вариантов. Данная тенденция нашла своё отражение в ряде языков, приобретших статус универсального средства общения. В большей степени это относится к английскому языку. Широкое распространение одного языка в мире приводит к тому, что он является родным только для одной четверти всех говорящих на нем. Другими словами, в большинстве ситуаций международного общения английский язык стал использоваться не носителями языка, а теми, для кого он является иностранным. Для обозначения английского языка в качестве средства международного общения лингвистами используются различные термины и словосочетания как "*English for International Communication"* (Язык международной коммуникации), "*Global English*" (глобальный английский), "*Net English*" и т.д.

Глобальный английский может стать отличным решением для тех, кому нужно выучить иностранный язык в краткие сроки, для решения ежедневных бытовых задач, но речь такого человека будет очень примитивна и бедна. Данный язык не обладает обширным вокабуляром (около 1500 слов), в нем полностью отсутствуют идиоматичные выражения, употребляются преимущественно упрощенные синтаксические конструкции. Если же мы хотим, чтобы выпускник вуза или специалист владел иностранным языком на

таком уровне коммуникативной компетенции, который позволяет свободно использовать его в профессиональной и научной деятельности, то выбор скорее должен быть сделан в пользу стандартного английского языка.

Более того, распространение упрощенного английского языка ставит под угрозу судьбу классического английского языка: если все больше людей будут отдавать предпочтение глобальному варианту, то классический английский будет использоваться только его носителями, которым также придется осваивать еще и Global English.

При этом, многие зарубежные лингвисты сходятся во мнении, что обогащение словарного запаса и потенциала английского в качестве языка международного общения всё чаще осуществляется с использованием слов и словосочетаний, зародившихся в американской версии английского языка. Нередко в письменном варианте вместо британских эквивалентов (organise, centre, defence, offence) используются американские (organize, center, defense, offense). Помимо этого, большинство специалистов в области языкознания склоняются к следующему мнению: языки, приспосабливаясь к новой среде, не только заимствуют новые слова, что в определённой степени является естественным процессом, но и 'поглощают' размытые формы, ставшие результатом искажения языковой нормы.

Взаимовлияние языков может раскрыться и с другой стороны, когда сильное воздействие ощущается на национальном языке и его лексических единицах, а значит и культуре. Это объясняется тем, что со словами входят в ежедневный обиход понятия, представления и реалии иноязычной культуры. И этому немало примеров. Стоит нам только вспомнить такие слова, как ***хостинг, фаст фуд, пиар, караоки, e–mail, смайлик***, как сразу возникают образы, представления и направления, связанные с различными сферами нашей жизни. Примером глобализации английского языка могут послужить также вывески и рекламы на улицах нашей столицы: ***sale,*** вместо ***распродажа; discount***, вместо ***скидка; beauty saloon***, вместо ***салон красоты; medical center, вместо медицинский центр*** *и т.д.* Это можно назвать не заимствованием, а вторжением чужой лексики не только в другой язык, но и культуру. Не углубляясь в данный феномен, мы можем констатировать, что сегодня английский язык играет доминирующую роль в межкультурной коммуникации на международной арене, как в сфере экономики и бизнеса, так и в науке, и в средствах массовой информации. В связи с этим необходимость и важность изучения английского языка в качестве иностранного непрестанно возрастает и в нашей республике.

В число проблем, можно отнести и ситуацию своего рода объективного неравенства, когда в наиболее выгодном положении оказываются носители международного или регионального общения, поскольку они становятся официальными рабочими языками международных организаций, например, (ООН – английский, французский, испанский, русский, арабский, китайский) или вторым универсальным языком. Современные информационно–коммуникационные технологии, международные базы данных, глобальная

сеть – Интернет оперируют в большинстве случаев, даже при наличии языковых версий, материалами, которые были созданы или формируются на основе английского языка.

Таким образом, выявляются два важных аспекта глобализации языка:

–создаётся единая платформа для всеобщей коммуникации и сотрудничества;

–выявляются реальные угрозы потери идентичности, чистоты языка и опасность изменения национального мышления в соответствии с интересами государства–носителя международного языка.

Все указанные факторы дают основание для разработки и осуществления, эффективных мер, которые могли бы компенсировать и нейтрализовать отрицательное воздействие глобальных проявлений. Сегодня, в условиях, нарастающих глобализационных процессов особую важность приобретает разработка действенных решений в области противостояния негативным проявлениям глобализации, которые нельзя разрешить без учета ключевого стержня культурного самовыражения – языка, являющегося важнейшим компонентом национальной культуры.

Современная языковая ситуация в мире постепенно движется от доминирования стандартов англоязычных носителей языка к преобладанию коммуникативных методик использования английского языка как средства международного общения между представителями самых разных наций и стран, а, следовательно, носителями разных языков. Эти изменения должны, безусловно, отразиться и на процессе обучения английскому языку как иностранному.

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THE ADVÀNTAGES OF TEACHING FOREIGN LANGUAGES BY MOVIES

Sapaeva F., *assistant teacher of Urgench branch of TUIT*

Abstract. *Wide of reforms are being done on requiring to learn a foreign language constantly in every field of educational teaching system in our country. In that case " About events developing the system of teaching foreign languages" which was adopted on 2012 december 10 by the first president of our country Islam Karimov under the number of PQ.-1875 is being a major factor.*

A number of opportunities and chances are being created for supplying performance of assignments given in the law teaching the youth who are growing within learning a foreign languages by modern technologies and communications, perfecting the system of preparing experts who can speak these languages fluently , also using the resource related to the communications of our world and achievements of the world sivilizations. For instance, the new styles of teaching foreign languages and systems of teaching by usig new communication technologies are being put into practice. It is important to point out the following thoughts of our president 'If we are going to sing about our Uzbekistan , to aggrandize its ancient history and its bright prospect and to keep its memory in mind firstly we must bring up great writers poets and creator.

Today a great member of educational places a lot of activities are being functioned in Uzbekistan. Providing an important system of education in preparing expert processes such as putting into practice modern technologies in learning a foreign language is playing an important role. Apparently, the thought of expression and communication between people appear by language. Thus, nowadays the demand for learning foreign languages is increasing from day to day. So that, it loads huge obligation to system of teaching foreign language.

Firstly before making current new method, you must learn history of methology. Upright method is developed and reached perfection by two direction in XX century. Reproductive method. Expressing opinion in foreign language is bringed degree of conversation. One of the representatives of this method is G.Palmer. Retceptive method. Apprehending of strange's speech by reading or understanding by listening. If it is effectively by using method of comparative and critical in learning these methods. If it is approached critical, it will be easily distinguish between negative and positive sides. If it is approached comparative, their positive and negative sides are appeared. The only collectivized intent of these method — in teaching foreign languages to pupils must use useful effectively method and give appointed knowledge and experience. According to Palmer's opinion, it is important to begin with oral speech in teaching languages. So that, pupils had to accept by listening, criticize and learning by heart. However, it does not give sufficient fruitful in teaching foreign language. Because people can keep information longer by taking by eyes than by ear.

There severel methods for achieving the best result. One of the effectively methods is learning foreign with movies. Everybody loves watching movies. Learning foreign language by movies is so delightful than learning by books. Useful and effectively sides of learning languages by movies following: First of all, pupil can learn languages real situation not from books. If pupil learn text book, there is not opportunities they can hear what he is saying, feel and see. For example, pupils who are learning in the beginner class may say “it is ten o’clock” or “Today is nice day”. However, we don’t use these words in daily life. Movies in English is so natural pupil hear these words from native speaker and he do not forget.

Second of all, teaching new vocabulary in clear context. One of the favorite occupation is watching movies. If teacher show movies about animals to pupil, their vocabulary is increased in this theme. According to old style, new vocabulary was taught written a list of new word but there was a problem, we don’t know these words is used when or how. Let’s take new word “dedective”. If we look up dictionary it means “ person who investigate crime” but we do not have enough information how is used this word.

As a result, pupil can not remember this word. Because this word may have adjective or noun forms. In learning languages by watching movies is not only pupil knows meaning of this word but also learn how this word is used. Thirdly, pupil can hear natural words and understand. In statistics, people can express what is going to say with words only 30 %. The rest of 70% is seen how the words are being expressed. For example, the words maybe told as expressing happiness, smiling or a sadness or voice tone may be told loud or low. It is very important that how the words are told.

All in all, pupils not only watch the actors, but also learn new words and they can understand how these words are being spelled. From the mood of actors like happiness, astonishment or angriness, pupils can understand what they are telling. By the films, pupils can learn natural spelling, daily new words, speaking grammar, simple phrases, word collocations by listening. Learning foreign languages by watching films is one of the strongest and the most interesting methods. To sum up, nowadays not only to educate and bring up youth but also to develop their passion to take knowledge is an actual problem in this condition. So, using this method can give efficient result in teaching youth for foreign languages. The reason of this, to encourage their interests and to rise their passion to learn language are expressed in this method. Therefore, this can give great responsibility to every teacher who teach foreign language to disseminate this method for future generations.

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ИНТЕРАКТИВНОЕ СРЕДСТВА В ОБУЧЕНИЕ ИНОСТРАННЫХ ЯЗЫКОВ В НЕЯЗЫКОВОМ ВУЗЕ

Ибрагимова Ш.Т., *старший преподаватель, ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *The article is devoted to the use of the interactive facilities in teaching a foreign language in non–language universities. The theoretical justification of this approach in the context of deciding some specific educational objectives is observed. The potential of interactive facilities in teaching university students a foreign language is explored. A number of guidelines to improve the effectiveness of language lessons in non–language universities are suggested.*

За последнее время в системе высшего профессионального образования наметилась тенденция повышенного внимания к изучению иностранного языка в неязыковых вузах. Помимо профессиональной подготовки, включающую в себя теоретическое обучение и практическую подготовку, направленную на формирование системы профессиональных навыков, обучающиеся испытывают как желание, так и потребность в получении знаний иностранного языка и навыков общения с представителями профессиональной иноязычной среды. Другими словами, повсеместно назрела необходимость в высших учебных заведениях, обеспечивающих своих студентов не только специальностью, но и знанием иностранного языка как минимум в рамках данной специальности. Именно поэтому рейтинг вузов, обучающих и выдающих диплом переводчика в сфере профессиональной коммуникации, очень высок по сравнению с вузами, которые не предоставляют такую возможность для своих студентов.

Однако обучение иностранному языку студентов неязыкового вуза сопряжено многими трудностями, нетипичными для студентов языкового вуза. Первая трудность связана с ограниченным количеством часов, выделяемых на овладение иностранным языком. Вторая трудность заключается в разной степени подготовленности студентов, связанная с тем, что подавляющее большинство неязыковых вузов не проводят экзамен или тестирование по иностранному языку в качестве вступительного испытания для абитуриентов. Третья трудность, на наш взгляд, заключается в низкой степени мотивированности некоторых студентов. В конечном итоге получается, что преподаватель, входя в класс на урок иностранного языка в неязыковом вузе, сталкивается со следующей проблемой – как работать с разношерстной группой студентов с разным уровнем знания иностранного языка, с разной степенью мотивированности, да еще в ограниченное количество часов?

Решением этой сложной проблемы могут стать интерактивные средства обучения. За последнее десятилетие в высших учебных заведениях все больше и больше внимания уделяется использованию в обучении иностранным языкам информационных технологий. Широкое использование компьютерных технологий не только расширяет возможности педагога, существенно облегчая его труд, особенно в вопросах контроля знаний, но и увеличивает производительность труда учащихся за счет раскрытия новых резервов учебного процесса и личности учащихся. Это происходит за счет многих факторов.

Несомненны преимущества использования компьютера при осуществлении различных типов контроля учащихся. Компьютеры, объединенные в локальные сети, позволяют преподавателю воочию наблюдать и контролировать деятельность всех учащихся, что значительно помогает рационализировать время, отведенное для изучения иностранного языка в неязыковом вузе. Также компьютеры помогают осуществить промежуточный и итоговый контроль над успеваемостью студентов, а также в выставлении оценочного балла, что однозначно исключает субъективизм преподавателя, тем самым давая компьютерам неоценимое преимущество.

Современная наука и техника развивается такими стремительными темпами, что очень многие учебники год за годом становятся безнадежно устаревшими. Ежегодная покупка новых учебников доступна немногим вузам, поэтому ресурсы электронных библиотек становятся практически единственным доступным средством получения самой свежей и актуальной информации.

Удобной является и возможность использования on–line словарей, предоставляющих не только огромный запас лексических единиц по разным тематикам, но и инварианты произношения и написания слов, особенно актуальные для изучения British English и American English.

Студенты, занимающиеся по программе референта–переводчика в сфере профессиональной коммуникации, часто сталкиваются с проблемой не перевода лексической единицы, а понимания ее значения. Несовпадение терминологии, непонимание термина вследствие отсутствия подобной экстралингвистической реалии в родном языке, а также нехватка профессиональных предметных знаний также легко решается в сети Интернет посредством ресурсов многочисленных поисковых систем, таких как www.yandex.ru, www.google.com и многих других, которые оперативно предоставляют всю необходимую информацию по интересующему студента вопросу.

Применение Интернет–технологий успешно интегрируется в учебный процесс в различный сферах, как например:

- использование веб–ресурсов в процессе обучения всем четырем видам речевой деятельности: чтению, письму, говорению и аудированию;
- использование электронных коммуникативных служб в преподавании: e–mail можно использовать в качестве средства отсылки/получения

домашнего задания, что существенно экономит время, как преподавателя, так и студента; телекоммуникационные проекты, телеконференции, веб–форумы, чаты;

- использование новейших технологий трехмерного пространства (мультимедийные курсы);
- создание собственных страниц и сайтов;

Таким образом, мы можем сделать вывод о том, что использование интерактивных средств обучения в неязыковом вузе несет огромный мотивационный потенциал для учащихся. Гибкость, огромные технические и информационные возможности, а также быстродействие делают интерактивные средства обучения незаменимыми в современной системе высшего образования. Интернет и мультимедийные курсы, позволяющие изучать иностранный язык в интерактивном режиме, и генеративные программы открытого типа, адаптируемые для любого уровня знания иностранного языка, усиливают их значимость и необходимость использования в процессе обучения иностранным языкам в неязыковом вузе.

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ОЦЕНКА НАВЫКОВ РЕЧИ СТУДЕНТОВ

Юсупова А.А., *преподаватель, ТУИТ имени МухаммАда аль–Хорезми*

Abstract. *The article deals with the issues of formation and development of oral speech evaluation at the English language lessons. The importance of interactive learning as a means of developing the readiness and motivation of students for oral communication is revealed. Methods of criteria of evaluating speaking skills and examples of criteria that can be recommended for the senior stage of teaching English are given.*

Оценки и наблюдения аудитории обеспечивают отличный отзыв об удовлетворенности учащихся и стиле преподавания, но они не дают важных деталей о том, насколько хорошо ваши студенты учатся. Изменение того, как вы оцениваете учебу студентов, может значительно улучшить эффективность вашего преподавания, так как даёт немедленно понять о том, что работает, а что нет. Вы преподаете английский язык студентам университета. Это почти

конец семестра, и ваш урок разговорной речи был интересным в течение всего года. Они изучили словарный запас, играли в ролевые игры и стратегическое взаимодействие, и практиковались в общении друг с другом и с вами. Большой вопрос сейчас, как вы оцениваете их успехи? Хорошая новость заключается в следующем: вы можете давать объективные оценки в разговорную речь. Используя следующие критерии при оценке речевых способностей ваших студентов, вы можете дать им полезную информацию для изучения языка, а также справедливо и заслуженно выставить оценки.

Создание рубрики.

Большинство учителей знакомы с концепцией оценки по рубрике, таблицей с критериями и оценочной шкалой. Если вы никогда ранее не создавали рубрики, это довольно просто. Просто выберите критерии, по которым вы будете оценивать учащихся, и перечислите их в левой части страницы. Затем создайте несколько столбцов в верхней части страницы. С четырех легче всего начать, если это ваша первая рубрика. Эти столбцы будут представлять потенциальные уровни навыков ваших студентов. Для каждого критерия определите, какой уровень способностей будет демонстрировать ученик на каждом из четырех уровней. Например, самый простой способ обозначить прямоугольники в рубрике: «Соответствует высоким ожиданиям, соответствует низким ожиданиям, немного уступает, не соответствует ожиданиям». Чем больше рубрик вы делаете, тем более подробными вы можете быть в своем описания. Затем, оценивая каждого ученика, определите, на каком уровне он или она разговаривает. Возьмите средний уровень среди критериев, и у вас будет объективная оценка с предложениями для областей, в которых ваш ученик может улучшиться.

Произношение

Включите произношение в вашу рубрику. Произношение – это базовое качество изучения языка. Хотя у большинства изучающих второй язык никогда не будут произношения носителя языка, плохое произношение может затенить общение и помешать студенту ESL раскрыть его значение. При оценке произношения ваших студентов вслушайтесь в четко сформулированные слова, соответствующее произношение необычно написанных слов, а также уподобление и сокращение в подходящих местах. Также вслушайтесь в интонацию. Используют ли студенты правильную интонацию для типов предложений, которые они произносят? Знают ли они, что интонация в вопросе отличается от утверждения? Послушайте эти навыки произношения и определите, к какому уровню относится ваш ученик.

Словарный запас

Отметив уровни произношения ваших студентов, перейдите к словарю. *Понимание* и *производство* новых слов – всегда два отдельных банка слов в уме говорящего, как на родном, так и на втором языка. Вы должны поощрять своих студентов иметь большой производственный словарный запас. По этой причине полезно оценивать ваших учеников на том уровне словарного запаса, который они могут создать. Используют ли они определенный

словарный запас, который вы ввели в этом семестре? Используют ли они словарный запас, соответствующий контексту, в котором они говорят? Прислушайтесь к уровню словарного запаса, который ваши ученики могут подготовить, не подсказывая, а затем решите, насколько хорошо они работают в этой области.

Точность

Грамматика всегда была и всегда будет важной проблемой в изучении иностранных языков. Правильное написание предложений в тексте, не то же самое, что точная устная грамматика. Когда ваши ученики говорят, слушайте грамматические структуры и способы, которым вы их научили. Могут ли они использовать несколько времен? Правильный ли порядок слов в предложении? Все эти и другие важные грамматические вопросы, и эффективный оратор будет успешно включать в свою речь.

Связь

Студент может способен к грамматике и произношению, но насколько он креативен в общении на языке, который знает? Оценить общение ваших учеников означает, что они творчески используют язык, который они знают, чтобы понять их точку зрения. Студент с низким уровнем словарного запаса и грамматики может обладать отличными коммуникативными навыками, если он способен быть понятливым, в то время как продвинутый студент, который привязан к сложным диалогам, может быть не в состоянии выразить себя языком и поэтому будет иметь низкие коммуникативные навыки. Не позволяйте отсутствию языковых навыков удерживать ваших студентов от самовыражения. Чем более креативными они могут быть в речи и чем больше уникальных способов выразить себя они будут иметь, тем лучше будут их общие навыки общения.

Взаимодействие

Умение говорить то, что ты имеешь в виду под иностранным языком, – это одно, а способность общаться с другими – совсем другое. Задайте вопросы своим студентам. Наблюдайте, как они разговаривают друг с другом. Могут ли они понять и отвечать на вопросы? Могут ли они ответить вам, когда вы задаете им вопросы? Отвечают ли они соответствующе в разговоре? Все это элементы взаимодействия и необходимы для четкого и эффективного общения на английском языке. Студент с эффективными навыками взаимодействия сможет ответить на вопросы и может поддержать разговор. Хорошие ораторские навыки не помогут, если он или она не умеет слушать других людей и отвечать соответствующим образом. Призовите своих студентов слушать, как они говорят, и отвечать соответствующе в разговоре.

Беглость может быть самым простым способом, чтобы судить о речи ваших студентов. Насколько они комфортно себя чувствуют, когда говорят? Как легко слова произносятся? Есть ли большие паузы и пробелы в речи студентов? Если есть, то речь ваших учеников недостаточно беглая. Свободное владение языком не улучшается с той же скоростью, что и другие

языковые навыки. Вы можете отлично знать грамматику и все еще не в состоянии свободно владеть речью. Вы хотите, чтобы ваши студенты чувствовали себя свободно, когда они разговаривают с вами или другими носителями английского языка. Беглость является суждением об этой легкости общения и является важным критерием при оценке речи.

Студенты могут преуспеть в одном и не очень в другом, и не обязательно те, о которых вы могли подумать. Помогите своему ученику понять эти качества хороших ораторов. Сообщите своим студентам, что вы будете прислушиваться к этим качествам, оцените их успехи и предложите им улучшить свой английский в этих областях. Кроме того, слушайте их, когда они разговаривают с вами и когда они разговаривают с другими студентами. Они должны быть в состоянии хорошо говорить друг с другом. В конце концов, большая часть английского, который они будут использовать в будущем, будут с другими не носителями языка. Наконец, помните, что истинная оценка будет учитывать не только устное собеседование на выпускном экзамене. Слушайте своих студентов в течение всего семестра. Обратите внимание, как они улучшаются в этих областях. Поощряйте их в качестве докладчиков и учеников, и вы наверняка тоже пожнете плоды

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РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА

Кулахмедова Г., *старший преподаватель кафедры Иностранных языков, Ташкентский Финансовый институт*

Abstract. *The article deals with the development of students' communicative competence in the process of learning a foreign language, as well as the personal qualities necessary for successful communication in intercultural communications about active teaching methods, its activities, and the effectiveness of using interactive methods of teaching a foreign language.*

Высшее образование формирует разумное мышление, интеллектуальную культуру и интеллигентность. Можно сказать, что образование — один из основных факторов развития общества. Основной целью обучения иностранным языкам является формирование и развитие

коммуникативной культуры студентов, обучение практическому овладению иностранным языком. Компетенция представляет собой совокупность знаний, навыков, умений, формируемых в процессе обучения иностранному языку.

Для эффективного решения задачи обучения иностранным языкам следует уделить внимание развитию следующих личностных качеств, необходимых для успешного общения в межкультурных коммуникациях:

— способность понимать и принимать различие и общность в разных моделях действительности, в мироощущениях, специфике поведения представителей других культур;

— готовность использовать иностранные языки как средство общения на профессиональном уровне, т. е. не просто общаться с носителями языка, но и быть готовыми к проведению переговоров, презентаций, составлению эссе и профессиональной документации.

Если содержанием образования становится культура, то инструментом формирования социокультурной компетенции становится культуроведение. Оно включает в себя страноведение, но гораздо шире и глубже. Язык партнера следует постоянно воспринимать с учетом той культуры, в которой он живет и носителем которой является. Это требует определенной компетенции как в языке, так и в связанном с ним поведении.

Под активными приемами обучения понимаются виды деятельности, которые требуют творческого подхода к материалу и создают оптимальные условия для самостоятельной работы обучающихся: ролевые, деловые игры, различные виды дискуссий, творческие проекты, работа с источниками. Опыт включения в занятия по английскому языку таких технологий обучения как проектирование, организация ролевого общения и подготовка презентаций *Power Point* доказывает их эффективность, они побуждают студентов к творческой переработке усвоенного материала при личностной и деятельностной ориентации процесса обучения.

Использование в рамках современных образовательных технологий интерактивных методов обучения иностранному языку позволяет организовывать учебную деятельность, формировать определенную коммуникативную среду, приближенную максимально к реальному общению на иностранном языке при отсутствии естественной коммуникативной среды. Ситуативность – компонент урока и является необходимым условием при развитии речевого уменияа также в значительной степени повышает интеллектуальную активность обучающихся, уровень мотивации и эффективность обучения.

Домашняя работа, таким образом, включает просмотр видеолекции или прослушивание звукового файла, чтение учебных текстов, рассмотрение поясняющих рисунков, схем, таблиц, а также прохождение тестов на начальное усвоение темы занятия. Работа в аудитории посвящена разбору сложных теоретических вопросов и занимает 25–30 % лекционного времени

и направлена в основном на выполнение практических заданий творческого и исследовательского характера.

Технология «перевернутый класс» предполагает проведение нетрадиционной лекции: лекции вдвоем, брифинга, дискуссии, консультации. Так, лекция вдвоем или блочная лекция проводится двумя преподавателями, которые являются приверженцами разных научных теорий, концепций и стоят на различных позициях при трактовке проблемных вопросов темы занятия, или преподавателем и студентом. Лекция с заранее запланированными ошибками способствует концентрации внимания обучающихся и формированию умения осуществлять самоконтроль при изучении теоретического материала.

Лекции–консультации целесообразно проводить при изучении темы с выраженной практической направленностью. Лекции–дискуссии способствуют развитию критического мышления, более глубокому пониманию учебного материала.

E–mail обозначает отправление и получение электронных сообщений, которые написаны на компьютере и отправлены через Интернет. А что же такое E–mail–проект? При проведении E–mail–проекта на занятиях немецкого языка учащиеся письменно обращаются с ровесниками. Коммуникация происходит по определенной теме и в установленное время. Тексты, написанные на компьютере, отсылаются партнерам по электронной почте.

Тщательное планирование и организация необходимы для успешной реализации E– mail–проекта, который включает ряд шагов:

1–я фаза: личное знакомство;

2–я фаза: первый обмен информацией п

3–я фаза: обмен информацией, разработанной по теме;

4–я фаза: дискуссия;

5–я фаза: обсуждение результатов, обобщение.

Опора при таком обучении делается на те мыслительные процессы, которые уже развиты, а активизируются те, которые находятся в процессе созревания. И таким образом, применение данной технологии позволяет сформировать устойчивую внутреннюю мотивацию к изучению иностранного языка. Студенты должны уметь понимать тему сообщения, логику развития мысли, извлекать из речевого потока нужную информацию (слушание), вести диалог, строить монолог в любой ситуации (говорение), создавать собственные письменные тексты на разные темы с использованием необходимых языковых средств (письмо).

Широкое применение современных образовательных технологий: ИКТ, обучения в сотрудничестве, ролевых игр, метода проектов, метода ситуативного анализа, а также использование разнообразных форм уроков: видео–уроки, уроки–экскурсии, уроки–праздники и регулярная организация культурно–языковых обменов с французскими школьниками позволяют мне индивидуализировать учебный процесс, дают возможность учащимся

проявлять самостоятельность в планировании, организации и контроле своей деятельности

К тому же практика показывает, что студенты, овладев, правда не на достаточном уровне, языковыми структурами, не всегда умеют соотнести с конкретной коммуникативной задачей и определенной ситуацией.

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ЭКСПЕРИМЕНТАЛЬНАЯ РАБОТА ПО ОБУЧЕНИЮ ПРОФЕССИОНАЛЬНОМУ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ ТЕХНИЛОГИЧЕСКИХ ФАКУЛЬТЕТОВ

Исроилова Д.М., *соискатель Андижанского государственного университета*

Abstract. *This article focuses on teaching English in technical universities, where we used the created book "Welding Technology" intended for students of technological faculties of the direction "Technology of Machines and Equipment", which gave us the right to create a new educational technology. We also tried to introduce into practice the material selected by us and supplement the lost moments, also to check how effectively the exercises were constructed and how they fit the curriculum of this direction.*

В ходе нашего научного исследования, где мы использовали книгу "WeldingTechnology" предназначенную студентам технологических факультетов направления «Технология машин и оборудования» дало нам право на создание новой педагогической технологии. Постарались также внедрить в практику отобранный нами материал и дополнить упущенные моменты, а также проверить, насколько эффективно были построены упражнения и как они соответствуют учебному плану данного направления. Как нам известно, сам по себе педагогический эксперимент является методом исследовательской работы, при его подготовке и проведении используются две группы методов: эмпирические и теоретические. Эмпирические методы. К ним могут быть отнесены: изучение литературы по теме эксперимента, педагогическое наблюдение, социологические опросы, анкетирование, тестирование, рейтинговая оценка, а также изучение и обобщение чьего–либо опыта. Изучение литературы, включая и нормативные, инструктивно–методические документы, предпринимается с

целью выяснения общей ситуации по исследуемой проблеме, формулировки гипотезы, составления модели, проекта исследовательской работы. [1, 3]

Работа проводилось в три этапа: на первом этапе (2016 – 2017 гг) изучалось состояние проблемы учёта и реализации связей английского языка с другими предметами в технических факультетах («Технология машин и оборудования») в машиностроительном вузе. На констатирующем этапе эксперимента проводилось анкетирование, а так же анализ специальной литературы и имеющихся учебных пособий по данной проблеме, изучался уровень преподавания специально ориентированного английского языка педагогами и их готовность к реализации межпредметных связей и смежных дисциплин с иностранным языком (в нашем случае – английским).

На втором этапе (2017–2018 гг) проводились теоретические исследования: были тщательно изучены учебные планы, анализ рабочих программ, учебных и календарных планов, учебников, учебных и учебно–методических пособий для обучения профессионально ориентированному английскому языку студентов технических специальностей Андижанского машиностроительного института. Хотелось бы отметить, что мы рассматривали не только УМК английского языка, но и содержание обучения и учебные планы специальных дисциплин таких, как «Теория механики», «Материаловедение», «Сопротивление материалов», «Теория слесарного дела», «Технология машин и оборудования». Затем был разработан компонентный состав и содержательное наполнение учебно–методического комплекса с учетом межпредметных связей на базе профессионально ориентированного обучения. Был осуществлён методологический подход к реализации межпредметных связей в процессе обучения техническим предметам и английскому языку на технологических факультетах.

На формирующем этапе эксперимента осуществлялась оценка условий и возможностей повышения уровня обученности студентов технологических факультетов в области использования специализированного языка для осуществления коммуникативной деятельности. На данном этапе проводились занятия по английскому языку на основе материалов книги “WeldingTechnology” с использованием межпредметных связей, продуктивных упражнений с учётом интегрирования навыков чтения, письма, говорения и аудирования. Данный этап предполагал определенные действия:

– проведение опытного обучения с помощью учебного пособия “WeldingTechnology” в экспериментальной группе;

– организация постэкспериментального и итогового тестирования с целью определения уровня сформированности профессионально ориентированных навыков у обучаемых в контрольной и экспериментальной группах;

– определение эффективности используемых приемов в разработанной нами методике обучения и их корректировка;

– проверка методической целесообразности и эффективности комплекса предложенных нами упражнений;

– формулирование предварительных выводов по итогам второго этапа опытного обучения с помощью учебного пособия “WeldingTechnology”. Достаточное количество заданий с изучаемым профессионально ориентированным лексическим, грамматическим и фонетическим материалом, которые содержатся в разработанной нами книге “WeldingTechnology” для студентов технических вузов , позволило осуществлять не только эффективное формирование навыков чтения, говорения, аудирования и письма в изучении профессионально ориентированного английского языка, но и организовать контроль качества усвоения иноязычного профессионально ориентированного материала со стороны преподавателя, а также самоконтроль со стороны самого обучаемого, что преследовало не только контролирующую, но и обучающую функцию. Далееприведеныпримерызаданийиз Lesson 10«Welding of different materials»:

1) лексический материал, направленный для развития чтения и ознакомления с новыми словами профессионального английского языка;

Read and learn!

The most available metal in the earth’s crust is aluminum whereas, steel is the most used metal. In majority of cases aluminum alloys are replacing steels in industrial applications. Aluminum alloys have low density nearly one third when compared to steels. Some of these materials are allowing for a significant reduction of weight when compared with structural steels. Aluminum alloys are important for the fabrication of components and structures which require high strength, low weight or electric current carrying capabilities to meet their service requirements. The aluminum alloys can resist the oxidation process, corrosion by water and salt, which steel cannot.

***Vocabulary*:**	
Aluminum alloys	*Alyuminiyqotishmasi*
available metal	payvandlanuvchanmetall
reduction of weight	*Massaningkamayishi*
fabrication	Sun’iy
capabilities	*Payvandlanuvchanlikqobiliyati*

Данный материал развивает навыки чтения и знакомит с новым лексическим материалом, который необходим в профессиональной деятельности обучающихся.

2) для закрепления чтения и самоконтроля даётся следующее задание:

Choose the best answer.

1. What is the main idea of this reading?

a) Aluminum alloys are important for the fabrication of components.

b) Hence these alloys are chosen in this work for FSW process.

c) The material at the joint is heated to a molten state and allowed to solidify.

2. Which of the following statements is NOT correct?

a)Some of these materials are allowing for a significant reduction of weight when compared with structural steels. Aluminum alloys are important for the fabrication of components and structures which require high strength, low weight or electric current carrying capabilities to meet their service requirements.

b) In the aerospace applications, materials with high strength–to–weight ratio are required such as aluminum alloys.

c)All fusion welding processes have three requirements: Heat, Shielding and Filler material.

Это упражнение помогает обучающимся ещё больше понять суть текста, семантику новых слов и вникнуть в суть изучаемого материала. Данные варианты ответов развивают критическое мышление на иноязычном языке.

3) материал для аудирования непосредственно связан с лексическим материалом, служит в качестве дополнения к предыдущему заданию и помогает развить слуховые навыки студентов;

Listen to the dialog. Check True, False or Not given for each sentence.

1. Aluminum alloys have low density nearly one third when compared to steels.

☐ **True** ☐ **False** ☐ **Not given**

2.In the aerospace applications, materials with high strength–to–weight ratio are required such as aluminum alloys. The production of components of aluminum alloys is not very complex; but joining of these materials can sometimes cause serious problems.

По нашему мнению данное упражнение не только развивает навыки аудирования, но и активизирует внимание студентов, потому что такие задания, как «True» (Верно), «False» (Неверно) и «Notgiven» (Не дано) мотивируют студентов быть более внимательными к лексическому материалу и новым словам.

4) грамматический материал данного урока связан с настоящим продолженным временем английского языка(PresentContinuousTense). На данном этапе объясняется суть продолженного времени, даются дефиниции и примеры. Затем для закрепления теоретического материала ниже приводятся упражнения для выполнения с использованием технических слов:

EXERCISE 10.2 Correct the mistakes in the following sentences.

1. David and Terry are studing very hard for the exam.
2. The Sullivan’s is moving their stuff somewhere else.
3. Maryam iscarring a box of tools.
4. Farhod and Ravshan are lieing on the sofa.

Мы постарались подобрать более лёгкие грамматические упражнения, потому что материал направлен студентам нефилологического направления. Так же данное задание направлено на исправление грамматических и

орфографических ошибок, что позволит развить письменные навыки обучающихся.

5) фонетическое задание является одним из важных элементов в учебном процессе обучающихся, потому что правильное произношение – один из выигрышных моментов для развития коммуникативных навыков студентов;

Practice the following words with [ʒ] sound in different positions

[ʒ]–	–[ʒ]–	–[ʒ]
1. these	1. within	1. teethe
2. they	2. although	2. breathe
3. there	3. weather	3. bathe

Sentences:

1. The father was there with them.

2. Though they are mothers, they know nothing about their baby's teethingproblems.

Данное фонетическое задание может помочь студентам правильно произносить слова, например, первая колонка слов, ориентируется на произношение звука [ʒ] в начале слова, вторая колонка на произношение звука [ʒ] в середине слова и последняя колонка – это произношение звука [ʒ] в конце слова. И ниже представленные предложения могут служить наглядным примером в данном упражнении.

Все эти упражнения были разработаны на основе анализа потребностей обучающихся, который является одним из важных предшественников при разработке целей учебного курса, поскольку он может определять общие цели учебного курса, «пробелы», которые учебный курс должен заполнить, и мнения как авторов учебно – методических курсов, так и студентов в процессе подготовки и организации учебного процесса. При этом можно легко понять тесную взаимосвязь между «анализом потребностей» и учебным планом. Поскольку наше исследование нацелено на разработку учебного материала и отбора содержания обучения в технических вузах, мы должны сфокусировать одну из основных концепций такую, как «анализ потребностей». Просмотр анкет, заполненных студентами, ещё раз нас убедил в том, что студенты хотят больше получать информации о своей профессии на английском языке. И нам хотелось бы выдвинуть идею, что «Английский язык для специальной подготовки» должен «служить» для обучения профессиональным навыкам студентов технических вузов.

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ЭФФЕКТИВНОСТЬ ТЕХНОЛОГИИ ВЕБ КВЕСТ ДЛЯ РАЗВИТИИ НАВЫКОВ ЧТЕНИЯ

Раджабова Д.А., *преподаватель, ТУИТ имени Мухаммада аль–Хорезми*

Abstract. *The following article showes the potential of web quest use for promoting reading comprehension. The study suggests that web quests have positive effects on reading comprehension. Professors, teachers and students do, however, need to be trained in order to use web quests more effectively.*

Компьютерное изучение языка (CALL) привлекло внимание многих преподавателей и исследователей. Многие учебные заведения используют компьютеры и интернет как часть языкового класса. Компьютеры предоставляют студентам доступ к большое количество аутентичных учебных ресурсов и возможностей для взаимодействия с другими носителями языка.

Чтобы студенты могли найти полезную информацию в Интернете, им необходимо прочитать, всесторонне оценивать содержание текстов, выбирать соответствующую информацию и синтезировать материалы для создания смысла. У них также есть возможность использовать целевой язык через чтение, письмо, презентации, выслушивание мнений коллег и обсуждение идей по интересным вопросам.

Тем не менее, преподаватели иностранных языков могут столкнуться с трудностями при разработке веб–программы, которые способствуют изучению языка. Хорошо структурированное сетевое действие, такое как веб квест, предоставляет учителям заранее определенное действие, которое они могут адаптировать к своим ученикам и целям учебной программы.

Аббит и Офус указали, что, хотя веб квесты существуют уже более десяти лет и получил популярность среди учителей, мало исследований было проведено о влиянии этой технологии на процесс обучения. Многие исследования сосредоточены на дизайне веб квест, а не на учебных планах [2].

Мотивация, которая считается важным психологическим элементом в обучении, играет важную роль в способность достигать долгосрочных целей. Дуденэ предполагает, что веб квесты это мотивирующие, подлинные задачи, которые требуют от студентов сосредоточенности. Большинство учащиеся

указывают что они предпочитают веб квест традиционным методам обучения [3].

Студенты могут наслаждаться и помнить уроки далеко лучше через веб квест, чем через традиционный способ обучения. Роль учителя заключается в объяснении студентам о правильном использовании веб–квеста таким образом, чтобы добиться положительных результатов в образовании. Учителя, используя технологии веб квест, могут повысить интерес учащихся к различным предметам.

Согласно Торрэс, использование веб квест в обучении имеет много преимуществ. Первоначально, это способствует эффективному использованию времени; студенты используют ссылки, данные учителем, и ищут информацию в структурированной эффективным способом. Еще одним преимуществом использования веб квест в обучении является то, что он поддерживает мышление высшего порядка. [4]

Студенты должны читать, думать, анализировать, синтезировать и оценивать. Веб квест способствует развитию у учащихся навыков критического мышления. Веб квест можно рассматривать как метод, который помогает организововать процесс обучения в соответствии с теорией диалектического конструктивизма.

Многие исследования показали, что использование веб квест улучшает жизненно важное сотрудничество и взаимодействие между студентами. Работая совместно, студенты улучшают разговорные навыки посредством устного взаимодействия со сверстниками. Когда студенты работают в группах, они обсуждают задания, обмениваясь словарным запасом.

По мнению Торреса, использование веб квест имеет возможность содействовать сотрудничеству между студентами при использовании целевого языка. Это взаимодействие, в свою очередь, способствует ответственному и независимому обучению.

Наибольшее преимущество веб квеста состоит в том, что студенты получают мотивацию от совместной работы. Студенты, как участники учебного процесса, играют разные роли в технологии веб квест. Ученики проявляют большой энтузиазм, играя конкретные роли и передавая информацию в группу. Работа в группах полезна тем, что дает студентам возможность учить друг друга и исправлять ошибки друг друга. Это заставляет их чувствовать себя зрелыми и ответственными за группу в целом в дополнение к развитие социальных навыков [5].

Веб квест– это один из многочисленных способов интеграции технологий в обучение. Технология быстро распространяется и учителя могут улучшить обучение в классе, применяя различные методы обучения, которые делают процесс обучения интересным и эффективным.

Веб–квесты по изучению второго языка также были предметом различных эмпирических исследований. Лаборда исследовал эффективность веб квеста на уроках английского языка для специальных целей (ESP) (например, туризм). Лаборда отметила, что при выполнении задания

учащиеся читают разные материалы, а затем придумывают свои. Этот процесс дает студентам возможность изучить как используется целевой язык и затем студенты спонтанно используют язык в правильном ключе. Студентам предоставляются интерактивные возможности которые делают обучения значимым.

Веб квест полезен в классах ESP, потому что это технология помогает студентам использовать базовые знания из своей дисциплины, чтобы оценить проблему, оценить информацию из различных источников. Было обнаружино, что ученики с помощью технологии веб квест значительно улучшили свою письменную речь, чем в традиционном письменном классе.

В дополнение к эффективности веб–квестов в улучшении навыков письма, исследования показывают, что инструмент может быть эффективным в продвижение навыков критического мышления. Результаты показывают, что студенты используют критическое мышление во время веб квеста на высоком уровне.

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COMMUNICATIVE ACTIVITIES IN TEACHING ENGLISH

Ibragimova N.A., *senior teacher of TUIT named after Muhammad al-Khwarizmi*

Abstract. *The issues of introduction of multimedia technology and global information network to the education system, causing significant changes in the content and methods of teaching foreign languages are analyzed in this article.*

Today throughout the world, there are significant changes, which cover virtually all aspects of the educational process. Our government is making all efforts to the educational process has become more extensive, interesting and exciting. Personal interest in learning – it is a decisive factor in the process of education. I am as a teacher; I need to know which side of the student's personality can influence knowledge of the English language, which use technology in the educational process to get the expected results.

Knowledge of a foreign language gives young people the opportunity to join the world's culture, to use in their work potential of the vast resources of the global Internet, and work with information and communication technologies and multimedia learning.

The purpose of learning a foreign language is a communicative activity of students that means practical foreign language. The main aim of learning a foreign language is to provide support to students of the University to be a person willing and able to communicate and to be a person willing and able to receive self–education. Participation in different international programs, the opportunity to study abroad involves not only a high level of foreign language, but also certain personality traits: communication skills, lack of language barrier, knowledge of international etiquette and broad–minded. To achieve all these goals, of course, effective assistance to the teacher has the use of computer technology and Internet resources in teaching English.

The purpose of the article I have identified: to reveal the role of the computer and software in the successful mastery of the English language. To achieve this goal it is necessary to solve the following problems:

– Show the role of the computer in modern communication technologies of teaching foreign languages,

– To reveal the variety of forms and the use of computer software in the successful mastery of the English language, the use of Internet information resources, creation of computer presentations in English.

At present, the introduction of the personal computer, multimedia technology and global information network, internet affects the education system, causing significant changes in the content and methods of teaching foreign languages. The contemporary teacher there is a problem of finding a new pedagogical tool. In his teaching activities, I concluded that in the present conditions, given the large and serious interest of students of information technology, it is possible to use this opportunity as a powerful tool of motivation for English lessons.

The computer provides a qualitative change control over the activities of students, while providing the flexibility of educational process. The teacher's role is no less important. He picks up a computer program for the lesson, teaching material and individual tasks, helps students in the process, and evaluates their knowledge and development. The use of computer technology does and allows an informed choice of the best variant of training.

The use of the computer as a tool for information is very diverse and varied. He can see a few seconds of an electronic library and find the required information.

When using a computer verbal communication activities should be considered in three aspects. Firstly, as the free communication of students in real–time through the use of e–mail and information networks, that is, as an authentic dialogue in writing between the communication partners. Secondly, an interactive dialog interaction of the learner with the computer in which prosecuted the real purpose of the communication, that is, as a man–machine dialogue. Third, as a fellowship of students in the classroom while working with computer training programs, acts as a

stimulus for communication and means of recreating the conditions of the situation of communication.

The specificity of the subject of foreign language causes the active and the appropriateness of the computer in the classroom. A leading component of the content of foreign language teaching is to teach different types of language skills: speaking, listening, reading, and writing. The training simulator is a computer program that organizes the independent work of the student, manages and creates the conditions in which students form their own knowledge, which is especially valuable, because the knowledge gained in the finished form, often past their mind and do not remain in memory. The use of computers in the classroom of English – need time.

In recent years, more and more often raised the issue of the use of new information technologies. It is not only modern technology, but also new forms of teaching, a new approach to learning. The use of multimedia tools help implement student–centered approach to learning provides individualization and differentiation in view of characteristics of children, their level of training, inclinations. Learn English with the help of computer programs is of great interest to the students.

Existing discs allow you to display the computer information in the form of text, audio, video, games. Computer–aided learning gives opportunity to organize independent work of each student. Integration of conventional lessons with a computer allows the teacher to shift part of their work on the computer while making the learning process more interesting and intense. In this case, the computer is not a substitute teacher, but complements it. Selection of training programs depends primarily on the current educational material, the level of training of students and their abilities.

Working with the computer not only promotes enthusiasm for learning, but also makes it possible to adjust the presentation of educational problems on the degree of difficulty, the promotion of the right decisions. In addition, the computer allows you to completely eliminate one of the major causes of negative attitudes towards education – failure due to a lack of understanding of the material or the problem of knowledge. It is this aspect and provided the authors of many computer–based training programs. Working on a computer, the student is able to bring the solution to the problem until the end, with the necessary assistance.

Substantial progress in the development of personal computers and computer technology leads to a change in the process of learning foreign languages. Active and appropriateness of the computer in the classroom of English possible and appropriate based on the specifics of the object itself. A leading component of the content of foreign language teaching is to teach different types of speech activity speaking, listening, reading, and writing. When teaching speaking each student can say phrases in the English language into the microphone. In the study of grammatical phenomena each student can perform grammar exercises, has the ability to solve crossword puzzles, search words, and perform game exercises.

In practice, the use of computers in the educational process emphasizes its educational function, as well as the computer is a tool that organizes the independent work of students and manages it, particularly in the training work with language and speech material.

Scope of the computer in teaching foreign languages is unusually wide. The computer can be used effectively to study the new language material, new samples of statements, as well as with the activities of communicating in a foreign language. At the stage of training and on the stage of the application generated the knowledge, skills, abilities, the computer can be used in a variety of communicative tasks and situations, taking into account the personal characteristics of the students.

He can create the optimum conditions for the successful development of program material: while providing a flexible, adequate and feasible load exercises 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 from the teacher, as well as a means of formation and improvement of self–control. In difficult cases, the computer allows the student to obtain the necessary information of the background in a short period of time, to bring him certain "keys" to successfully address assignment.

An important feature of the computer in the educational process in a foreign language is that it can be a "companion" of the student, t. E. To work in communicative sent interactively and in a certain way, for example, graphical tools, analyzer and speech synthesizer to make up the lack of natural communicant, modeling and simulating its nonverbal and verbal behavior.

The computer allows you to present on the display elements of country–nature, especially the environment and conditions that can be used as background forming trainee’s speech activity in a foreign language. The computer has a great potential for the construction of color images that are amenable to the necessary transformations within the prescribed limits.

Marked computer capabilities make it an excellent technical platform for all kinds of explanations and generalizations of the phenomena of language, speech, speech activity.

Now everyone knows that the Internet has enormous information capabilities and services no less impressive. Internet provides a unique opportunity for foreign language learners to use authentic texts, listen and communicate with native speakers.

It is important to determine the purposes for which we are going to use its capabilities and resources. For example:

– Materials for inclusion in the network of the lesson,

– For independent students search for information in the framework of the project,

Using information resources on the Internet, it is possible, integrating them into the learning process more effectively address a number of challenges in the classroom teaching:

– Develop the skills and abilities of reading directly using materials networks of varying difficulty,

– To improve listening skills through authentic audio texts on the Internet, also appropriately trained teachers,

– To improve the skills monologue and dialogue statements based on the discussion of the problem presented by a teacher or someone from the students' materials networks

– Enrich your vocabulary, both active and passive vocabulary of modern foreign languages, reflecting a certain stage of development of the national culture, social and political structure of society,

– Get acquainted with the cultural studies knowledge includes speech etiquette, especially verbal behavior of various peoples in a dialogue, especially culture and traditions of the country the language is spoken.

It is also an optimal multimedia Power Point presentation. The use of computer presentations in the classroom allows you to enter a new lexical, regional studies material in the most fascinating way, implemented the principle of visibility, which contributes to lasting learning information. Independent creative work of students in the creation of computer presentations as well as possible margin expands active vocabulary.

The task of modernization of education cannot be solved without the optimal use of information technology in all its spheres. Use of information technology gives impetus to the development of new forms of content and traditional activities of students, leading to their implementation at a higher level. Working with the computer must be arranged so that the lessons from the first initial stage of training it have become a powerful psychological and pedagogical means of formation of need–motivational action plan schoolchildren means to maintain and further develop their interest in the subject matter. Properly organized work of pupils with a computer can contribute in particular the growth of their cognitive and communicative interest, which in turn will contribute to the revitalization and empowerment of independent work of students on the mastery of the English language, both in the classroom and outside school hours

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COMPUTER COMPONENTS FOR USING LANGUAGE FEATURES OF TECHNOLOGIES

Nigmatova Kh.A., *teacher, TUIT named after Muhammad al-Khwarizmi*
O`ktamov M.O., *student, TUIT named after Muhammad al-Khwarizmi*

Abstract. *While computer technology is releasing the teacher from painful problems, it enables creators to engage creatively in discussions with the audience, collaborate in research, new forms of teaching, in a word, creative work. The PC provides us with the following elements: interactive, multimedia, modeling, communication, productivity.*

Computer and pedagogical collaborations help students from different backgrounds understand the teaching material better. On the other hand, it significantly elevates the qualifications and level of training of the instructor. Now, he or she should not only take the traditional teaching methods, but also be able to modernize them by using science and technology.

• Training on the Internet.

The Internet is an integral part of the IT system nowadays; moreover, these computers are interconnected computers. Computers differ from communication devices, making it possible for the user to utilize the data, build, read, and hear the data effectively. In addition, the data transfer rate and reception speed are high. The issue of modernization and up–to–date information and communication technologies is becoming more and more urgent in the last twenty years in the education system. However, due to the low cost of teaching, the introduction of personal computers, which is connected to the local network and thus access to the global (global) Internet network, has intensified these efforts.

Distance learning technologies. We describe the description and description of some terms in the learning process that are reproduced simultaneously. Distance learning – distance learning based learning.

Distance learning – interaction between student and teacher based on Internet technology or other interactive methods and components of all educational processes at a specific distance: purpose, content, method, organizational forms and teaching methods. Distance learning system – a system of training based on

distance education. The distance learning system, such as all educational systems, has its own purpose, content, methods, tools and organizational forms.

Pedagogical technologies of Distance Education – is a set of teaching methods and methods that provide the educational process of distance education, based on the chosen teaching concept. In this way, we'll talk about a variety of teaching: concept and method of handling. Personnel–oriented technologies define individual attributes of each student, that is, not only determines the individual approach to each student's knowledge, skills, but also the differentiated approach in teaching, as well as the degree of success of teaching, but is designed to meet the educational implications for the learners. Different training is essential for each prospective developer to develop his or her potential abilities. Pedagogical literature is divided into internal and external differentiation concepts.

Internal Differentiation – the individual skills of these students constitute an educational process that takes into account the organization of teaching activity in the classroom. Classroom volunteers often have a group of students who have the ability to easily and quickly compile the learning material. Diversity is a learning process that is specifically incorporated into groups of curricula, enrolled in the project, taking into account the abilities (or disadvantages) of those who have different levels of learning. This includes strict teaching teams, profiles, optional trainings that involve teaching.

In addition to the above points, it should be noted that the innovative activity of the teacher should be directed to the analysis and evaluation of innovation, as well as the purpose and the concept of future actions. In the pedagogical innovation, the concept of "new" is central and affects pedagogical science – private, conditional, local and subjective news. Innovations in innovation and innovation differ in science. "Innovation" is a tool, a new method, methodology, technology and so on. "Innovation" is a process that develops at certain stages of education.

In order to implement successfully the modernization program, based on the "computerization" of the teaching process and the "internet", not only the educational institutions are equipped with modern technical means, but also the organizers and pedagogues of the educational system. In this regard, it should be noted that today the pedagogical technologies of distance learning are actively involved in the learning process and give results.

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ENGLISH LANGUAGE DEVELOPMENT IN EDUCATION SYSTEM

Ibragimova N.A., *senior teacher, TUIT named after Muhammad al-Khwarizmi*

Abstract. *The role of learning foreign languages is widely discussed in this paper. Moreover, variety techniques of teaching English are analyzed.*

With the development of technology, English plays an important role in many sectors, including medicine, engineering and education. It attracts people because of interestingness in its tune and structure. Nevertheless, close to the melody and structure, this language is learned and studied by a higher number of people every day, because it is the importance of the two in this modem world. Firstly, the importance of the English language is that it is the average to communicate in an interconnected and interdependent world. Currently, the English called International Language and it is also the second language of many countries. Thus, we can understand the importance of communication in this language. When we know in English, we can come to communicate with citizens and most countries in the world, without any confusion in expressing our feelings and thinking's. Another importance of language is that to create more opportunities for work. As you know, in today's world, businesses are focused on the number of employees, and knowing English is one of those qualities. Therefore, if we know in English and good at it, we'll have more chances to get job. In addition, with sufficient amount of knowledge in the English language, the ability to advance in position even higher. It is also an important determinant for university and processing well – paid job in the commercial sector. As more and more English learners in Uzbekistan, various training methods have been implemented to verify the effectiveness of the learning process. As the use of English has increased in popularity so has the need for qualified teachers instruct students in the language. That there are teachers who are using technology "cutting edge", but most teachers still teach in the traditional manner. None of these traditional mores are not bad and do not damage the students. In fact, o date they prove useful as well. Nevertheless, there are still plenty of opportunities for students to practice and gain confidence to expand itself, especially for ESL students who are learning the language for more than just fun. For them to keep up with the ELT and gain more confidence they need to walk in the world of multimedia technologies. The 21st century and the age of globalization, it is important to understand the various foreign languages and English in the first place. English Language Teaching has been with us for many years and its importance continues to grow, which party through the Internet. With the rapid development of science and technology, emerging and developing multimedia technology and its application to education, featuring audio, visual, animation effects comes into full play in English class learning and establishes a favorable platform for reform and exploration in English teaching model in a new era. For example, in 2013 English are accepted as an entrance exam at the Tashkent University of In education process computerization environment, the importance of increasing the pedagogical skills developed the intensive rising pedagogical informatics. It studies creation and innovation of

concept for people of information society. It is clear that information society considers increasing intellectual abilities of people as well as humanism and generality of education. With the fore mentioned strategically organized tasks, educational information solves tactical tasks as to provide the education with information, to create individual educational methods on the root of new computer technology, to increase the computer literacy of students and pupils.

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change–of–address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. But in our university to discuss news or any innovations we use authentic material as the journal Economist or newspaper Herald tribune.

The definitions of authentic materials are a bit more different in literature written by different researchers of language. Rogers (1988) defines authentic materials as "appropriate" and "quality" in terms of goals, objectives, learner needs and interest and "natural" in terms of real life and meaningful communication. Harmer (1991) explains authentic texts as "materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language" .

The potential of ICTs in language education ICTs can expand access to language programs and improve the quality of teaching and learning in general. The World Wide Web expands the classroom context and provides access to current, up–to–date materials from the country or countries of the target language, offering learners and teachers a plethora of materials in different modes, bringing the foreign culture and language to life and making it more tangible. In environments where teaching staff are not able to fulfill all requirements of the curriculum with regard to the skills and knowledge required, ready–made, high quality audiovisual and other programs may provide sufficient backup for them to offer appropriate courses without having to engage in time consuming and expensive (re)training. Andreas Lund's article points out that there is a strong tradition of Computer Assisted Language Learning (CALL) addressing materials, software packages and technologies that aid and promote cognitive development and linguistic performance, but emphasizes that we must pay more attention to how technologies are embedded in larger social and cultural practices for them to be truly effective. The professional isolation of teachers may well be relegated to the history books, if they learn how to use the potential for networking, which ICTs offer. 7 The affordances and deployment of multiple media are well illustrated in the contribution by Dan E. Davidson and Maria D. Lekic, where they not only show how different exercises can offer practice in basic skills and how learners may use new information to solve problems, but also how they can bring the Russian–speaking world into the classroom.

Information Technologies. There are many methods used in varying degrees to the language-learning situation. Some of them are useful for testing and distance

learning, and some for teaching business English, reading, listening or interpretation. Multimedia teaching enrich teaching content and make the best of class time and break the “teacher– centered” pedagogical model and fundamentally improve the effectiveness of the class. Because of the large classes difficult for students that speaking communication. The internet also serves as a medium for experiencing and presenting creative works. While students can peruse the information on the net, they can also use it as a platform for their own work such as essays, poetry, or stories. Numerous public schools are making use of the World Wide Web for publishing student work, which can be accessed by other web users. Students therefore become not only consumers of content, but in fact generate the content. Actually, the use of the internet has also been shown to promote higher order thinking skills. A language teacher may instruct learning to specific information. Searching the web requires logic skills. Once information has been obtained, the results must be reviewed which requires scanning, discarding and evaluative judgment on part of the learner. The information must be put together to make a complete and coherent whole which entail the synthesis process. Such an endeavor permits students to practice reading skills and strategies. The internet also promotes literacy for authentic purposes, as stated previously. In addition to being a supplement to reading materials, especially current information, when students are exploring the net, they are essentially exploring the real world.

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FLIPPED CLASSROOM IS AN ALTERNATIVE WAY OF TEACHING ESP STUDENTS

Borasheva A.T., *senior teacher, Nukus State Pedagogical Institute*

Abstract. *For the teachers of foreign languages has been set a great challenge to find a way to engage students to learn a foreign language. So in searching new ways I came across with Flipped Classroom model. Let's look at what Flipped Classroom (FC) is. It is newly emerged teaching methodology in Uzbekistan though many studies have been done in this sphere by many researchers abroad.*

In a flipped classroom, lectures are removed, and the removed content is often delivered to students through preclass input materials like video recordings. Students can study various types of materials (e.g., readings from a textbook and worksheets developed by their teacher) on their own outside of class time and grasp the meaning of the content. Many instructors and researchers have discussed the benefits of flipped learning. [1]

Bloom's taxonomy was taken as a base of FC. Bloom's Taxonomy was created in 1956 under the leadership of educational psychologist Dr Benjamin Bloom in order to promote higher forms of thinking in education, such as analyzing and evaluating *concepts, processes, procedures, and principles*, rather than just remembering facts (rote learning). It is most often used when designing educational, training, and learning processes. It is divided into 3 domains as:

- Cognitive: mental skills (knowledge)
- Affective: growth in feelings or emotional areas (attitude or self)
- Psychomotor: manual or physical skills (skills)

And the cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive an processes, starting from the simplest to the most complex (see the table below for an in–depth coverage of each category):

- Remember
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation[2]

In FC they do the steps as remembering, comprehending and applying by themselves or they try to do so and other steps they do with the teacher's help or groupmates. As steps analyzing, synthesizing and evaluation the most complicated.

Halili and Zainuddin note that the flipped classroom or reverse classroom is an element of blended learning, integrating both face–to–face learning in the class through group discussion and distance learning outside the class by watching asynchronous video lessons and online collaboration. [3]

Yutaka Kurihara mentions that in 2008, two chemistry teachers at Woodland Park High School in Colorado’s Pike Peak found it difficult to spare time to reteach content for their absent students. The teachers recorded videos of their lessons, posted them online, and found that even students who had not missed class were watching the online video because it helped them review and strengthen classroom lessons. This technique helped absent students attain good results. [4]

When students go home to work on homework, some of them have well educated parents that can assist them with the work while others have parents that

are not knowledgeable in the content and cannot assist them with their homework. Thus according to Ash, students are able to return to class with the content and then receive assistance with the homework from the expert in the field –the teacher during class time. The flipped classroom provides the students with in class support for completing work. The flipped classroom provides more time for hands on activities and content inquiry and analysis. [5]

FC gives more opportunity for students to control their own learning they become responsible of their way of learning. Students also have access to the content at home so if they are absent due to illness they can easily catch up and do not miss out on vital lectures. They come to class with questions to get answers in the classroom to get support from classmates, it gets easier to understand new information when it is digested through discussion not only with the teacher but also with peers.

The idea of FC came when I had problems with raising desire to learn, enhancing skills such as speaking, listening and etc., to wake up motivation in order to have lively lessons rather than silent lessons. I believe when students are aware of the material they feel more confidence during the lesson, especially while teaching ESP students. To raise the interest of ESP students is a difficult task when they do not see the usefulness of learning a foreign language so there you need something that will make students to learn without much effort.

Many researches had positive results in implementing FC in ESL classes so my classrooms were not exception. The flipped classroom pedagogy offers learning opportunities for students by inverting the traditional classroom lecture content delivery. It is time for class discussions and group work that, in turn, encourage students to take risks and make mistakes while gaining experience in collaboration and expertise in content. The collaborative learning fosters critical thinking and self–directed learning, while also leading students to apply and practice technical skill sets learned in their course of study. The active refinement of higher–order thinking such as problem–solving and creativity better prepares students for entering their profession upon graduation. Also it fosters a connection between application and content, such as lectures, textbook readings, and homework. Class time becomes a platform through which instructors can review student work, engage in student group discussions, and answer students' questions or concerns. This greater interaction between instructor and students along with students' interactions amongst teammates fosters critical thinking skills, communication skills and practical experience

Furthermore, through group discussions, students listen to the different viewpoints of teammates and learn through experiences how teammates communicate and process ideas. This is a great method to engage students to learn a foreign language in this method is mixed leaning process but also fun. FC is a platform for self–discovery of students.

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FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS OF TECHNICAL HIGHER EDUCATION IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

Radjabova D.A., *teacher, TUIT named after Muhammad al-Khwarizmi*

Abstract. *The current article deals with the problem of foreign communicative competence of students of technical higher institutes. The notion, the main point and the components of technical higher institute students' foreign language competence have been analyzed. The scientific works under the problem have been investigated.*

The main goal of teaching a foreign language in a technical institute is the formation of students' professional foreign language competence for free communication and the development of the use of acquired knowledge in their professional activities. During the years of study, students of non–linguistic institutes should not get only theoretical knowledge and practical skills in their field of specialization, also to become a purposeful person, ready for self–education.

The process of the formation of foreign language competence of the students of non–linguistic specialties is an integral component of teaching within the discipline of "Foreign language". [1]

This kind of discipline gives opportunity for students (future technical specialists) use a foreign language in their professional purposes: participating in the international conferences, reading and finding professionally oriented literature in a foreign language, training and improving their skills abroad. The task of teachers of foreign languages is to prepare competitive young professionals not only proficient in everyday vocabulary but also professionally oriented vocabulary based on students' specialization.

The teacher needs to orient the students to learning a foreign language, based on the students' motivational attitudes and development of their professional interest in the subject.

Communicative competence is the ability to realize linguistic competence in various conditions of verbal communication taking into account social norms of behavior and the communicative expediency of the statement [3].

Communicative competence includes the following types of competencies: discursive, sociolinguistic, linguistic, sociocultural, educational and compensatory [2]. It should be noted that the ability to intercultural interaction depends on the formation of communicative competence.

In the process of learning a foreign language at the university, students' knowledge of a foreign language in the sphere of their specialization, professional personal qualities and communication skills for free communication in a foreign language should be formed. The formation of linguistic knowledge of a foreign language among students: grammatical, lexical and phonetical knowledge is of particular importance. The formation and improvement of linguistic competence contributes to the success of future specialists in the socio–professional and cultural sphere.

Professional proficiency in a foreign language of the students of non–linguistic universities is determined by the students' readiness to use the acquired language knowledge in the learning process [4].

The level of communicative competence of the students is determined by the ability to find relevant information obtained from various sources in a foreign language in the field of their specialization, including from the Internet, being able to read professionally oriented texts, understanding and analyzing them . [5]

It is also important the knowledge and skills in conducting business correspondence, knowledge of foreign language communication in different fields and situations, the ability to organize their speech behavior according to the tasks of communication (dialogical and monologic utterance), namely, the readiness of students for intercultural interaction. Professors and teachers of technical higher educational institutes needs to develop and prepare a methodical work plan and educational and methodological complexes for effective teaching of a professionally oriented foreign language.

As practice of teaching a foreign language in a technical institute shows, students have a low level of basic school curriculum. This is due to the fact that students of a non–linguistic institutes purposefully prepare to pass exams in subjects that are necessary for admission to a technical institutes (mathematics, physics, chemistry…).

Accordingly, a foreign language goes by the wayside due to the fact that, for entering technical institution, students mostly prepare and learn special subjects . The teacher should take into account the diversification of the practical goal of teaching foreign languages in higher education institutions of a non–linguistic (in our case, technical) profile: a combination of professional, business and socio–cultural orientation of the communicative ability of a future specialist [1].

An important step in the formation and development of communicative competence of a student in a non–linguistic university is the improvement of linguistic competence.

This type of competence implies knowledge of the system and structure of the language according to its levels (syntax of simple and complex sentences, phonetics, vocabulary, morphology, composition of the words and word formation) and the rules of its functioning in the process of foreign language communication, primarily in professional communication. The formation and improvement of linguistic competence is the basis for learning a foreign language.

If a student has an idea about the system of the language being studied and can use this system in practice , this means that he possesses linguistic competence [3].The formation of competence in communication is advisable to follow in the course of vocational training. Professional training is considered as the development of professional knowledge and skills, the formation of professionally important qualities of personality, positive attitude and interest in their future profession at three levels: psychological, intellectual and social.

The formation of the communicative competence of the students of a technical institute is ensured by the phased implementation of organizational and pedagogical conditions. Forming this type of competence in students, the teacher needs to use both traditional teaching methods and interactive methods of teaching a foreign language.

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HUMANITARIAN ASPECTS IN TEACHING OF MEDICAL STUDENTS

Baysaparova D.T, Khasanova UA, Taukeeva K.S., *senior teachers of the department of foreign languages, South Kazakhstan Medical Academy, Shymkent city*

Abstract. *This article discusses the problems of teaching students of medical schools in the humanities, which is an important aspect of the formation of a morally and spiritually developed person – the future specialist, regardless of his national and cultural affiliation.*

The modern world is experiencing a period of globalization – the era of comprehensive unification of humanity in the space of information and communications. The improvement of higher education should be carried out within the framework of integration projects and international integration of higher education.

The introduction of the state educational standard of higher professional education had a significant impact on the educational process – the requirements for the results of mastering basic educational programs (BEP) in the competence approach there was changed students' individual work and the role of the teacher from the position of teacher to tutor position. The main goal of the development of the medical education system is a new educational standard which is the preparing a specialist for individual medical practice of the material and technical equipment of health care. The basic criterion for assessment the quality of medical education is professional competence as «the integral characteristic of a specialist, which determines his ability to solve professional problems and typical professional tasks which arising in real situations of professional activity with using his knowledge and life experience, values and inclinations».

Humanitarian disciplines represent the whole system of the sciences devoted to the person and his environment and also the internal nature. From school it is important to give to the pupil knowledge of how it is important to be a part of this world, this society in which he lives. Teaching humanitarian disciplines in higher education institutions – to the people passing into adulthood and facing at the crossroads a wide choice of lifework is considered especially important. Psychology, philosophy, sociology, history, the standard of speech – the best and important friends to the student in his decisions. These disciplines are marked out not casually, they are intended not only for "expansion of an outlook".

The modern world endures the globalization period — an era of comprehensive association of mankind in uniform space of information and communications. Therefore, improvement of the higher education needs to be carried out within integration projects and it is, first of all, about the international integration of the higher education. Owing to these reasons, education from category of national priorities turns into category of world priorities.

The main purpose of development of a system of medical education in the light of introduction of the new educational standard is formation of the expert

ready to independent medical practice in the conditions of the modern level of material equipment of health care.

The professional competence as "integrated characteristic of the expert which defines his ability to solve the professional problems and typical professional problems arising in real situations of professional activity with use of knowledge and life experience, values and bents" acts as basic criterion for evaluation of quality of medical education in this case.

One of the main directions of development of modern world pedagogical science in general is formation of a humanitarian paradigm. The humanitarian aspect of medical education reflects a paradigm of humanitarian problems of professional activity of the doctor – it is also problems of relationship with patients, members of their families and colleagues, and questions of the medical right, a problem of complete approach in prevention and treatment of diseases, aspects of influence of discoveries on safety and improvement of human health, a problem of exchange of the best professional experience, etc.

It should be noted that humanitarian training of the physician has to differ from humanitarian training of the expert of other profile. In the light of teaching humanitarian disciplines to foreign students for the teacher of medical school as intermediary in the course of the student's inculturation the major are such categories as language, culture, family and ethnic origin.

Into the forefront, along with professional thinking, demands to humanistic professional consciousness and the identity of the expert as to the person taking a special position — a position of relief action, personal responsibility and participation in the fate of the patient are made. For this reason the system of medical education included disciplines which subject is the person and society — such as philosophy, cultural science, bioethics, etc. For example, the student foreigner can illustrate the importance of philosophy for future doctor with one of examples: the doctor has to realize that in the course of granting a true information to the patient an important role is played by such problems as understanding by the patient of the obtained information, his competence and achievement of consent concerning treatment. Process of the choice of the person is influenced by many factors among which the prevalence at the individual of rational or mythological type of thinking is defining. Patients with rational type of thinking adequately perceive information on a condition of the health, understand all measure of responsibility and try to achieve positive results in the course of "therapeutic cooperation" with the attending physician. Patients with the prevailing mythological type of thinking ignore common sense and treatment methods checked by medicine. That is we come to conclusion that the doctor of features of philosophical attitude of the patient depends on knowledge both methods, and result of the treatment elected by the doctor.

Oblivion moral components of medicine threatens society with thoughtless and uncontrolled introduction in practice of new technologies which use is connected with uncertainty of consequences and danger of impact on life of the specific individual and all society. Humanitarization of the higher medical

education sets as the purpose formation is moral also spiritually developed person — future expert, regardless of his national and cultural identity, ready and capable to harmoniously combine education, professionalism, spirituality, moral good breeding; it is the process directed to assimilation by the identity of humanitarian knowledge, humanitarian culture, humanitarian potential of medicine. The introduction of the state educational standard of higher professional education had a significant impact on the educational process – the requirements for the results of mastering basic educational programs (BEP) in the competence approach there was changed students' individual work and the role of the teacher from the position of teacher to tutor position. The main goal of the development of the medical education system is a new educational standard which is the preparing a specialist for individual medical practice of the material and technical equipment of health care. The basic criterion for assessment the quality of medical education is professional competence as «the integral characteristic of a specialist, which determines his ability to solve professional problems and typical professional tasks which arising in real situations of professional activity with using his knowledge and life experience, values and inclinations».

The humanitarian aspect of medical education reflects the paradigm of humanitarian problems of a doctor's professional activity – the problems are the relationships with patients, with their families and colleagues, issues of medical law, problems of a holistic approach to the prevention and treatment of diseases, aspects of the impact of scientific discoveries on safety and improvement of human health, problems of sharing best professional experience, etc.

Teaching of humanities to students of a medical university, such categories as language, culture, family and ethnic origin become most important for teachers. Along with professional thinking you can see demands on the humanistic professional consciousness and personality of a specialist as a person who occupies a special position – the position as assistance personal responsibility and participation in the life of the patient. That is why the medical education system includes disciplines that focus on people and society – such as philosophy, cultural studies, bioethics, etc. For example, a foreign student can illustrate the importance of philosophy for a future doctor. Doctor must understand the competence and the importance of patients` consciousness.

In conclusion, I would like to note that the medical specialty is formed on the basis of moral principles, has moral meaning and is filled with moral meaning. Oblivion of the moral component of medicine society with the thoughtless and uncontrolled introduction of new technologies into practice, the use it to the danger of the life of a particular individual and the whole society. Humanitarization of higher medical education aims at the formation of a morally and spiritually developed person – a future specialist, regardless of his national and cultural affiliation and able to harmoniously combine education, professionalism, spirituality, moral education.This process is aimed to assimilation humanitarian knowledge, humanitarian culture, and the humanitarian potential of medicine.

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HUMOR AS A PEDAGOGICAL TOOL

Ochilov T.D., *student of TUIT named after Muhammad al–Khwarizmi*
Alimukhamedova Kh.R., *teacher, Foreign languages Department, TUIT named after Muhammad al-Khwarizmi*

Abstract. *This article aims to represent the role of humour in foreign language classroom, and shows some methods of teaching with the sense of humour. The article is called to teach an unusual method of teaching foreign languages.*

Humour is a productive tool for foreign language teaching and foreign language lessons. Humour is an inextricable aspect of human discourse, language teachers may often make use of humour to facilitate dual beneficiary, both socially and psychologically. Humour is an awesome medium at all the stages of proficiency and for the presentation of a language. There is an old saying that says, “Humour is the weapon of unarmed people”. Teachers are the real soldiers have to won the war using their weapons (teaching techniques). Humour should have been called as the ‘pedagogical tool’ also as double sharpen sword, can harm or serve in

the classroom atmosphere. Foreign language classrooms are life classrooms, where pupil tastes the essence of life 'humour', since humour is the nutrition of learning. One foreign language teacher can teach literature in an interesting way, the other teaches grammatical rules, some others may be well versed in linguistics but every foreign language teacher can teach well with the aim of 'humour'. This article aims at demonstrating the integrity of humour in teaching foreign language. Minority of attention was given to the impacts of humour by language researchers; humour should begin with the spheres of education and other related disciplines and perspectives.

The difficulties involved in learning a foreign language demotivate foreign language students sometimes. Since mastery requires the improvement of reading, writing, listening and speaking skills, they must gain a constantly growing body of linguistic and semantic information. Thus a language teacher needs to know how to engage his students. Humour is an effective tool, as it develops and motivates creativity in the intended language while helping to develop an optimal learning environment.

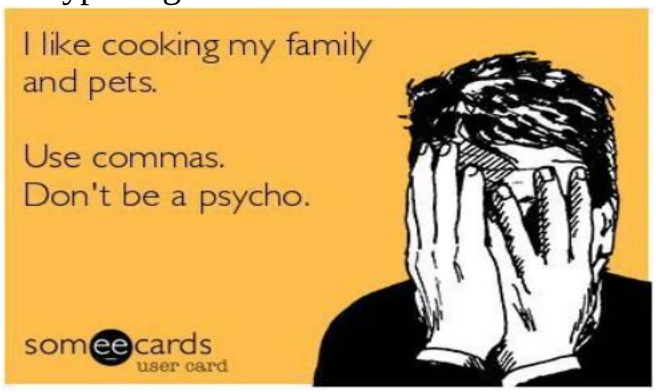
Importance of humour in foreign language learning

Every student appreciates teachers with great sense of humour. Glancing at the better side of life paths not only develops amicable relations between educators and learners, but also provides awesome relief while attempting to follow a challenging lecture on a complicated subject. Where people welcome changes , there would be great possibility for progress in any sphere .Teaching is a challenge. Learning is a challenge. Having both aspects effectively is a challenge. Being humorous all time for everyone is a challenge. But, laughing is easy. We are convinced both by experience and research that employing humour in teaching is a very productive instrument for both the teacher and student. Humour reinforces the relationship between student and educator, eliminates stress. Furthermore, makes a course more amazing and if required to the subject, may even enhance recall of the material. Humour has the ability to give a relaxation to people, reduce anxiety, and develops an atmosphere conducive for learning and communication. Several of researches in the sphere of advertising have said that humour is the most productive tool for enhancing recall of advertisements.

Teachers can make a humour in the classroom by reading jokes and listening to well–made comics. The students should be inspired to take notes, especially to learn about the professionals' use of such skills as speaking with emotions, making pauses, and manage timing. Watch reality and exaggerate it – much humour lies in observations about original life and trustworthy situations.

When it comes to usage of humour in foreign language learning, it adds a cultural frame to language by presenting a tone, expression and context to the material, thus increasing cultural knowledge. Humour facilitates the acquisition of new words and helps distinguish figurative from literal meaning. Similarly, it helps to develop abstract memory and improves the capacity to solve linguistic problems. The devices that we can use to add humour to a language class range

from idiomatic expressions, riddles or proverbs, to pronunciation games, comics, the use of realia, jokes or typical grammatical errors and mistakes.



This picture helps teachers to explain importance of commas.

In addition, student and teacher participants indicated a relatively strong perception of ascended language and cultural learning resulting from employment of intended linguistic humour in the target language. These results of perceived language gain and cultural transmission through the use of TL humour (in the form of jokes, puns, funny anecdotes, etc.). The implications for such a gain in linguistic and cultural acquisition through humour usage are significant to pedagogical planners and offer a componential norm for transmission of TL linguistic and cultural patterns in a novel and engaging format. Nonetheless, hard empirical data in support of such pedagogical humour is poignantly lacking. Indeed, while major studies of the impacts of general productive humour abound in pedagogical and psychological research, no large–scale quantitative research has been carried out to address such targeted linguistic humour—that is, linguistic humour used in the TL with the intention of illustrating specific TL features. Indeed, future research is particularly needed to examine language learning acquisition and retention among learners presented with such targeted linguistic humour. Moreover, this line of inquiry must look beyond perceived effect and incorporate rigorous and controlled study of actual language guide and acquisition within the classroom. Precisely, therefore, many additional experimental inquiry into this sphere is needed to elucidate the impact and productivity of such humour within pedagogical contexts.

Humour is a device that develops linguistic awareness in the classroom. Understanding and creating humour in a foreign language means that a language learner is consolidating knowledge and making relatively good progress. The different activities illustrated here are just some of the methods to be explored to show students that learning a foreign language is actually amazing. Humour transforms the ambience of the class when students enjoy sharing their playful strategies with other students. When everyone gets benefits, the acquisition of a foreign language becomes “easy,” and learners become encouraged and creative.

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INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES

Aminova R.F., *student, TUIT named after Muhammad al–Khwarizmi*
Muksimova N.A., *teacher, TUIT named after Muhammad al–Khwarizmi*
Department of Foreign Languages

Abstract. *In higher educational institutions, preference is given to active teaching methods that are aimed at developing students' independence, flexibility, and critical thinking. The most powerful source of students' cognitive activity, the development of their creative abilities, interests, abilities, skills and other intellectual characteristics are today innovative technologies.*

Most authors use the word "technology" in combination with the words "new" or "innovative", as well as "innovative–alternative". Innovative technologies are the newest teaching methods based on the design of knowledge, on the motivation and intensification of teacher communication with students and between students.

The purpose of these technologies are:

• focus on the individual student;

• technological competence;

• focus on cognitive activity, the integration of general and special skills.

Innovative alternative technologies are based on the principle of communicative learning, but at the same time they are distinguished by a rather high level of difficulty of simulated cognitive situations designed for individual levels of accessibility and overcoming the arising difficulties in reasoning.

As a result of the analysis of scientific–theoretical literature and the generalization of theoretical ideas, it was found that the classification of innovative–alternative technologies can be based on the following distinctive characteristics:

• volume, integration and coordination of cognitive, communicative, cognitive, emotional and practical–practical aspects of training and training needs;

• humane form of the process of learning a foreign language through the expansion of subject–object relations in pairs subject–subject, subject–environment and subject–teacher;

• creating a relaxed atmosphere, a positive atmosphere, relieving tension, as well as contributing to the disclosure of a student's creative abilities, elimination of obstacles caused by negatively affecting emotions, for example, fear.[1; 35–38]

The aim of this article is to describe the role of information technologies in learning foreign languages, to state the great importance of IT in the learning process as well as in the process of raising motivation among students to a higher

level. The article is called to enroll different multimedia methods, among which the outline of video lessons, role–playing game lessons, and project based learning have the leading role.

Power Point Presentations. One of the most successful examples of computer technology usage is a Power Point presentation. Foreign language multimedia presentation is a way of showing the creative, newly made, and adapted for the certain level of student's language information as the logically completed selection of slides on certain topics by a teacher. Multimedia presentation is based on the use of audiovisual possibilities of computer technologies.

Video. Video plays an important role in the study of a foreign language. It is used for auding (perception of foreign language by listening). It helps to create dynamic visualization that makes a lesson more interesting. However, the ordinary watching of films will give no effect. For this methodology to work out, it is needed to implement it correctly:

1. Work with video must include three basic stages: before–demonstration stage, demonstration itself and after–demonstration stage.

2. The first stage is called to exclude language difficulties of movie text perception. New words and word combinations should be introduced, their usage should be analyzed as well as authentic colloquial forms and linguistic country–specific realities should be taken into account.

3. It is necessary to do the number of the exercises on a certain sequence, dynamics of cooperation and behavior of characters, related to further translation of a content before watching the film. It is also possible to do the exercise on description and estimation of information the film contains.

4. The demonstration stage of video film must be accompanied by high activity of a student. It is possible to do a few tasks while watching: to do supporting records, or to write down supporting words and phrases, etc.

5. The teacher has to control the understanding of content and language means used in a film, after viewing it, spare the special attention to translation of a content. It can be done on behalf of different movie characters. A very interesting method is called "a fly on the wall", that envisages a story on behalf of an extraneous observer, who watched everything that took place according to the plot.

6. It is expedient to conduct a role–playing recreation of a text (especially, if there are many dialogues and polylogues in the movie), discuss a situation, possible ways of solving a problem (if there is one) and many other methods and exercises. Project–based Learning.

In the modern world, literacy consists of number of skills (to express your own opinion, wishes, and necessities orally; to read and write; to find and to choose necessary information; to understand different views that often conflict with each other). The evaluation of knowledge and abilities is the process of learning, not the outcome; the educational process is not preparation to life, it is part of life, for this reason, participating in it must bring pleasure. [2; 89–96]

NAS (Network attached storage) device: a collection of drives in a single box accessed through a network and thus more flexible than a device attached to only

one computer. Touchpad: part of a laptop computer used mstead of a mouse for moving the cursor. Stylus: a pan shoped device sometimes used with some kinds of screens. Graphice tablet and stylus: a that pressure – sensitive pad and pen – shaped device, aften used with grophic design software. Touch screen: a screen that can delect when and where a finger toucher it. Projector: a device that shows a copy of the computer's screen on a large screen, often used in presentations. Headset: a device people wear on their heads that includes a microphone as well as headphones. Multifunction printer: a printer that also has other function such and scanning, copying and faxing.

Today, as is known, the priority in searching for information is increasingly being given to the Internet, which provides a wide choice of sources of information, so necessary in the educational process. This can include basic information hosted on the Web and FTP servers on the network; operational information sent by e–mail; various databases of various information centers; information about books and magazines distributed through Internet shops, etc. From here, the information resources of the Internet are organically integrated into the educational process, helping to solve various didactic tasks in foreign language classes, such as:

• formation of reading skills;

• replenishing their vocabulary of the language being studied;

• Improving writing skills, for example, when compiling answers to your communication partners;

• improvement of listening based on the original Internet sound texts;

• familiarity with the culture, speech etiquette, features of the speech behavior of the country of the language being studied;

• improving the ability of monologue and dialogical utterance;

• formation of motivation for foreign language speech activity and knowledge of the specifics of academic writing.[3; 1–14]

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INTERACTIVE METHODS OF TRAINING IN ENGLISH

Sultanova Kh.J., *senior teacher, TUIT named after Muhammad al-Khwarizmi*

Abstract. *In our independent and developing country, an important priority is education. Everyone knows that the future lies in hands of well–trained and educated specialists. High indices of globalization growth and the world market shows how knowledge of foreign languages are important for the economic and cultural sphere. This is a reason why learning English is so activity around the world, as it comes one of world languages and gives freedom and wide choice of opportunities as well as all other languages.*

Moreover, out of my English teaching experience I can tell with confidence that expressing the own ideas and thoughts publicly, especially in a foreign language, is a difficult process, from both with linguistic, and the psychological point of view for pupils. Occasionally, they can`t accurately formulate their thoughts, pick up necessary language means, as well as feel guilty and nervousness during their performances.

In recent years, teachers of a foreign language have considerable independence in a choice of tutorials, creative judgment of the contents and ways of implementation of program requirements. It should be mention is that, leading position of training in a foreign language is held by the methods and technologies based on personally focused approach by recognizing existence of various methods in modern process, which has to:

• to organize the atmosphere in which the pupil feels comfortable and freely; to stimulate interests of the trainee, to develop a desire of practical use of foreign language, as well as necessity to study, by doing a real achievement of success in mastering a subject;

• to affect the pupil personality at all, involve his or her sense into training session, emotions and feelings, measure against his or her necessity, encourage his or her speaking, cognitive, creative abilities.

• to induce pupil as him or her major figure in the instructional session while actively interacting with other participants of this session.

• to create situations in which the teacher isn't the central figure; the pupil has to realize that learning of foreign language is more connected with his personality and interests, than with the receptions and tutorials set by the teacher;

• to teach the child to work on language independently at the level of its physical intellectual and emotional capacities – therefore, to provide differentiation and an individualization of educational process;

• to provide various forms of work in a class: the individual, group, collective, fully stimulating activities of trainees, their independence and creativity.

Use of interactive technologies in training – one of the most effective ways of formation of communicative competence of pupils, developments of skills of a public statement. Interactive methods of training belong to innovations in education. Many main methodical innovations are connected with application of

interactive methods of training today. The word "interactive" came to us from English from the word "interact". "Inter" is "mutual", "act" – to work. Interactivity means ability to interact or is in the mode of conversation, dialogue with something (for example, the computer) or someone (person). Therefore, interactive training is first, dialogue training during which interaction of the teacher and student, student and the computer is carried out. Today such way of training is widely applied everywhere: at schools, in higher education institutions, on courses and trainings because this technique is extraordinary effective not only from the point of view of knowledge acquisition, but also and from formation of personal skills, development of character of pupils. Any interactive lessons are useful to the person because they learn to express opinion and to argue the point of view. Also at an interactive lesson, there is a probability of receiving new knowledge in which pupils have, but that material is taught often by the teacher, audiences cannot inform.

Interactive methods of training in English will help pupils not only to communicate, but also to receive practical skills of communication in the learned language, will teach to formulate the thoughts, quickly to react and answer remarks of the interlocutor. At similar lessons the teacher will already be not simply leading, but the assistant whose proper word will be able quickly to prompt to correct an error. Interactive methods of training in English considerably accelerate process of learning of foreign language. Joint activity trained in the course of knowledge, development of a training material means that everyone makes the special individual contribution, there is an exchange of knowledge, ideas and ways of activity.

Interactive activity on occupations is focused on five basic elements:

- Positive interdependence,
- Personal responsibility,
- The promoting interaction,
- Skills of collaboration,
- Work in groups.

Interactive methods are excluded by domination of both acting and opinion over another. During dialogue training students learn to think, solve critically complex problems on the basis of the analysis of circumstances and the relevant information, to weigh alternative opinions, to make the thought–over decisions, to participate in discussions, to communicate with other people. For this purpose on occupations individual, pair and group work will be organized and research projects, role–playing games are applied, there is a work with documents and various sources of information, creative works are used.Communicative approach is the cornerstone of interactive methods. The purpose of communicative approach – to teach to communicate in a foreign language. It means that from the elements the pupil builds in the consciousness system of active knowledge – skills which he can freely use, without spending time for considering of phrases, the translation of thoughts from the native language for English and back, for the appeal to dictionaries, helps and other supportive applications. Everything that the student

cannot use in the speech or the letter, instantly reacting to a situation, is not active knowledge any more. Thus is not of great importance about a spoken or written language.

Basic principles of communicative approach:

In the course of training pupils join in knowledge of world around

• pupils feelings ask to express own opinion, to share experience

• Pupils take part in the activity imitating real situations

• Collaboration of pupils is actively supported

• Pupils bear responsibility for results of training and develop at themselves ability to study

• The role of the teacher is various depending on a task at each stage of a lesson (a data carrier, the observer, the consultant)Communicative approach forces to learn to think in English, having refused use of the native language as a support. It is the only way to learn to speak fluently and without mistakes. Practically all tasks at all levels are anyway connected with colloquial practice and listening of audio materials. Besides training of informal conversation that in itself is key in any communicative technique, it stimulates a constant control and correction of a pronunciation up to the highest levels that shouldn't be expected from domestic textbooks. Moreover, there is no section of grammar which wouldn't be fulfilled at once in practice. Everything is fulfilled from new lexicon and set phrases to grammar, including stylistics of the speech and letter, and also the correct use of words. A variety of subjects and a large number of interesting information build extensive system of knowledge in English. The most known of interactive methods: "cluster", "cinquain", "brainstorming", "debate", categorical review and others.

The value of these forms that they allow the student not only to express the opinion, a look and an assessment, but also that having heard arguments of the partner, sometimes to refuse the point of view or it is essential to change it.

It would be desirable to note importance of application of interactive methods of training from a position of market economy, as these methods develop the qualities demanded by employers and the public skills necessary for the general development of the person.

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ICT APPLICATION IN LEARNING FOREIGN LANGUAGE

Sultanova Kh.J., *senior teacher, TUIT named after Muhammad al-Khwarizmi*
Abdiyeva S.I., *teacher, TUIT named after Muhammad al-Khwarizmi*

Abstract. *The article reveals the essence of information and communication technologies, determines their role in teaching a foreign language in the context of modernizing education, and proposes a classification of new information technology tools used in teaching a foreign language. The use of new information technologies in teaching is one of the most important aspects of improving and optimizing the educational process, enriching the arsenal of methodological tools and techniques, allowing diversifying the forms of work and making the process of learning a foreign language interesting for students.*

The main purpose of using ICT (information and communication technology) for learning a foreign language is to form the trainees' foreign language communicative competence and develop the personality of the trainee, who is able and willing to master a foreign language as a means of communication and improve in this area. The formulated goal is complex and includes 4 components: practical, developing, educating, general educational.

Multimedia technologies open up opportunities for teachers to abandon the routine activities of teaching characteristic of traditional teaching, giving them the opportunity to use intellectual forms of work, free from the presentation of a significant part of educational material and routine operations associated with the development of skills.

In the model of computer–based learning for foreign languages developed by A.S. [2, p.63]

Such a system should satisfy the fundamental principles:

• be accessible to any individual, regardless of the level of his knowledge, frequency of attendance of classes and the like;

• allow the learner to begin, suspend, resume the learning process at any convenient time and master the learning material at a pace that is accessible to him;

• easy to transform under the influence of changing external conditions, allowing you to replace educational modules with more modern ones,

complementing the system without destroying the accumulated valuable experience of successes and mistakes;

• fill the shortage of a wide variety of knowledge and skills of those involved in this educational system.

It is obvious that the last two principles relate, first of all, to a teacher who uses ICT to teach a foreign language, which should have a multicriteria setting and problem solving culture, and also understand that no one can claim to be the ultimate truth. And no theory can be considered universal and eternal, and no textbook can meet absolutely all the requirements for the content of a given subject. [1, p. 448]

The purpose of learning a foreign language is the communicative activity of students, that is, practical knowledge of a foreign language. The tasks of the teacher are to intensify the activity of each student in the learning process, to create situations for their creative activity. The main purpose of teaching foreign language to high school students is to educate a person who is willing and able to communicate, people who are willing and able to receive self–education.

Participation in various international programs, the opportunity to study abroad imply not only a high level of proficiency in a foreign language, but also certain personality traits: interpersonal skills, the absence of a language barrier, knowledge of international standards, a broad outlook, the ability to "give" yourself. As a rule, when performing various tests when entering a higher education institution or participating in contests and competitions, the Unified State Exam sets a strict time limit for the performance of each task, which requires a special type of training. To achieve all of these goals, of course, an effective help to the teacher has the use of information and communication technologies in teaching English.

The use of multimedia computer technology in English lessons. Currently widely used multimedia technology. The term "multimedia" means: a multi–layered environment. Such information media are: text, sound, video. Software products that use all these forms of information are called multimedia. The use of multimedia teaching aids is a logical stage in the development of pedagogical technologies. [3, p. 198]

The educational space today is filled with computer–based educational programs, in the development of which experienced teachers, programmers, psychologists and designers take part. They are a good help in learning and orient students to a free and independent pace of learning. Control of knowledge is made immediately with a guarantee of transition to a new level. The effectiveness of training sessions is enhanced by the use of such multimedia textbooks on electronic media. The best, in my opinion, are OXFORD PLATINUM, DOCTOR HIGGINS, VITAMIN COURSE OF THE ENGLISH LANGUAGE.

A great help in studying and fixing grammar is provided by the online course "Round–up" (published by Pearson Education Limited), consisting of several disks of different levels. Exercises are located on grammatical topics. The advantages of the course are the ability to check their answers and computer results of the

assignments. This course is effective for computer control, which today is a pressing issue in monitoring. In this course introduced interesting games in the sections of the grammar. It is also necessary to note the ease of use of the program.

Interactive course “Way Ahead” (Macmillan publishing). The six levels of this course include games, crossword puzzles, fascinating exercises for fixing grammatical and lexical material in a game form. Interesting and fascinating sound and graphic design of the program. [4]

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IMPACT OF GAMES ON SPEAKING PROFICIENCY IN THE CLASSROOM

Alimukhamedova Kh.R., *teacher, TUIT named after Muhammad al–Khwarizmi*

Abstract. *In this article, the researcher presents the theories that underlie the study. The theories cover the concept of speaking proficiency, games, the relationship between games and speaking proficiency.*

Speaking is a kind of bridge for learners between classroom and the world outside [5; 7]. It is vehicle par excellence of social solidarity, of social ranking, of professional advancement and business. It is also a medium through which much language is learnt…, [6; 525]. To know the language learners can speak, it is necessary to get them to actually, say something. To do this they must act on knowledge of grammar and vocabulary. The application of this knowledge can be realized by speaking practice. Besides, New Webster`s Dictionary [7; 932] states that speaking is an act to express idea, feelings, and thought orally. It is also called oral communication. According to Syakur, speaking is a complex skill because at least it is concerned with components of pronunciation, grammar, vocabulary and fluency [8, 5]. Speaking is an act that is done naturally by people in their life. Sometimes they share their problem to someone they believe in. They have a freedom to express what they want to say. Language is a tool which is used to communicate with other. One of the ways is speaking. Speaking here means individual’s ability in expressing the idea. According to Oxford Advanced Learner’s Dictionary, speaking is making use of words, knowing and being able to use language: expressing oneself in word, making speech, while is the ability to do

something well [9; 495]. Therefore, the researcher can infer that speaking proficiency is the ability to perform linguistic knowledge in actual communication. The ability to express our idea, feeling, thought and need orally. As speaking is to communicate, it generally becomes main goal of learning in language. People learning the language certainly wants to speak it. It means when someone wants to master a certain language being learned, the first language skill he wants to acquire is speaking, because it will make him or her able to practice it with other people. When we are talking about speaking, it is dealing with proficiency. According to Longman Dictionary of Contemporary English, proficiency is a good standard of ability and skill. In harmony with that, Oxford Advanced learner's Dictionary says proficient means doing or able to do something in a skilled or an expert way because of training and practice. Based on wikipedia fluency and language competence are generally recognized as being related with speaking.

The Level of SpeakingProficiency. Usually the grade speaking proficiency is divided into four levels. Four main levels of speaking proficiency namely: novice, intermediate, advance, and superior. The characteristics of each level for speaking are as follows:

1. Novice. The novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The novice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speaker.

2. Intermediate. It is characterized by the ability to combine learned elements of language creatively, through primarily in a reactive mode. The intermediate level speaker can initiate, minimally sustain, and close basic community task. The speaker can ask and answer the questions and can speak in discrete sentences and strings of sentences on topic that either autobiographical or related primarily to his or her immediate environment.

3. Advanced. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. The speaker can accomplish a wide variety of communicative tasks and can describe and narrate events in the present, past, and future, organizing thought, when appropriate, into paragraph–like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest in most unaccustomed to nonnative speaker.

4. Superior. The superior level is characterized by the ability to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Using extended discourse, the speaker can explain detail, hypothesize, on concrete and abstract topics, and support or defend opinions on controversial matters.

1.1. Speaking Accuracy and Speaking Fluency Speaking is the skill by which they are most frequently judged, and trough, which they make or lose friends. It is the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business. [11; 7] By giving learner's speaking practice and oral exam the researcher recognize that there is a difference between knowledge about language and skill in using it. Bygate [12; 4] states that there is a

fundamental difference between knowledge and skill. Both can be understood and memorized, but only skill can be imitated and practice. He clarifies that skill can be seen from two basic ways. The first is motor receptive skill that involves perceiving, recalling and articulating in the correct order sounds and structures of the language. The second is interaction skill involving making decision about communication, such as what to say, how to say it, and whether to develop it, it accordance with one's intention while maintaining the desired relation with other. Furthermore, scientists make specification about oral. Here oral can be defined as speaking. He believes that oral is to:

1. Express oneself intelligibility

2. Convey intended meaning accurately with sufficient command of vocabulary

3. Use language appropriate to context 4. Interact with other speaker fluently. He also rates oral into four areas that are interactive communication for fluently effect on listener, intelligibility for pronunciation or prosodic features, appropriacy for pragmatic competence or register, and accuracy for structures and vocabulary resources. It makes speaking demand fluency, intelligibility, appropriateness, and accuracy.

Based on the definitions above, it can be concluded that speaking is a complex cognitive skill, which demands fluency, intelligibility, appropriateness, and accuracy in its process. There are three kinds of speaking situations:

1. Interactive Speaking Interactive speaking situations conclude face-to-face conversations and telephone calls, in which we are alternately listening and speaking and we have a chance to ask clarification, repetition from our conversation partner.

2. Partially Speaking. It is kinds of speaking situations when giving a speech to a live audience, where the convention is that the audience doesn't interrupt the speech. 3. Non–interactive Speaking It happens when recording a speech for radio broadcast.

Speaking has many different aspects, said Gower, Philips, and Walters [13; 99].

1.2 Accuracy Accuracy involves the correct of vocabulary, grammar, and pronunciation. It can said that accuracy is the ability to produce sentence using correct xxvi grammar and vocabulary. Teacher who concentrate on accuracy help their students to produce grammatically correct written and spoken English.

1.3. Fluency Fluency can be thought of the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have got, regardless of the grammatical and other mistakes. Brown [14, 254] defines distinction between accuracy and fluency. Accurate means clear, articulate, grammatically and phonologically correct. While, fluent means flowing naturally. He also says that fluency may be an initial goal in language teaching but accuracy is gained to some extent by allowing learners to focus on the elements of phonology, grammar, and discourse in their spoken output.

1.4. The concept of teaching speaking Speaking seems one of the most important in language learning: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job. Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they do not star to dominate. Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level – in other words, not too much, said Harmer [15; 94]

1.5. Teacher Roles According to Byrne [16, 2], the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows:

1.The presenting stage [when the teachers introduce something new to be learned], the teachers play a role as informant.

2. The practice stage [when the teachers allow the learners to work under their direction], the teachers have a role as conductor and monitor.

3. The production stage [when the teachers give the learners opportunity to work on their own. Besides these three roles of each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their performance (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

1.6. Solutions for the Problems of Speaking Activities There are some solutions which can be selected to overcome the problems in speaking activity [Ur, 19, 121–122]. These are:

1. Use group work This increases the sheer amount of student talk going on in a limited period of time and also lowers the inhibitions of students who are unwilling to speak in front of the full class. It is true that group work means the teacher can not supervise all students speech, so that not all utterances will be correct, and students may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full–class–set up.

2. Base the activity on easy language In general, the level of the language needed for a discussion should be lower than used in intensive language learning activities in the same class. It should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

3. Make a careful choice of topic and task to stimulate interest. On the whole, the clearer the purpose of the discussion the more motivated participants will be. A good topic is one which students can relate using ideas from their own experience and knowledge. It should also represent a genuine controversy. Some

questions or suggested lines of thought can help to stimulate discussion. A task is essentially goal–oriented. It requires the group, or pair, to achieve an objective that is usually expressed by an observable result such as brief notes or lists, a rearrangement of jumbled items, a drawing, and a spoken summary.

4. Give some instruction or training in discussion skills If the task is based on group discussion then include instructions about participation when introducing it. For example, tell students to make sure that everyone the group contributes to the discussion appoints a chairperson to each group who will regulate participation.

5. Keep students speaking the target language Teachers might appoint one of the groups as monitor, whose job is to remind participants to use the target language, and perhaps report later to teacher how well the group managed to keep it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.

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IMPLEMENTING ENGLISH TEACHING TECHNIQUES AND METHODS OF FOREIGN COUNTRIES IN UZBEKISTAN

Alimukhamedova Kh.R., *teacher, TUIT named after Muhammad al–Khwarizmi*

Abstract. *This article is dedicated to implementation of innovative English teaching methods based on foreign countries experience in Uzbekistan and its significance.*

By the beginning of 20 century, language teaching was emerging as an active area of educational debate and innovation. Although language teaching has a very long history, the foundations of contemporary approaches to language teaching were developed during the early part of the twentieth century, as applied linguistics and others sought to develop principles and procedures for the design of teaching methods and materials, drawing on the developing fields of linguistics and psychology. This led to a succession of proposals for what were thought to be

more effective and theoretically sound language-teaching methods. The impetus for change in approaches to language is generally a response to increased demand for speakers of second and foreign languages.

English language is an international language used in order to communicate in the fields of education, technology, trade and politics so that it is learnt as a foreign language in many countries around the world. Modern science and technology are increasingly changing the world into 'a global village' and bringing people from different places around the world into frequent communication. Globalisation is also reflected in the worldwide use of English language. English plays a crucial role in many areas: education, science, technology, politics, and trade. Therefore, in recent decades many Asian countries as well as Uzbekistan began to learn English as a foreign language. However, the importance of teaching and implementing English language increased for recent years considerably. As we know, in Uzbekistan, English is taught by traditional teaching methods and old techniques are mostly used.

As a result, it becomes difficult to achieve target goal in implementing English effectively among youth. To overcome this barrier a bunch of new teaching methods used by European and English speaking countries (including USA) will let to change our views in language teaching. Following methods and approaches are useful among them.

For instance, in some Asian countries, where English is taught as a foreign language, higher educational institutions have shifted from traditional grammar–based teaching method to communicative–focused instruction. It also began to spread in Uzbekistan, but only very few institutions developing this approach. However, some research has reported that there is still has a gap between schools' language policy and classrooms' practices. This study explores the understandings and attitudes of English teachers in adopting a Communicative Language Teaching (CLT) approach into their classrooms.

Natural learning principles provided the foundation for what came to be known as the Direct method, which refers to the most widely known of the natural methods. It was first introduced in France and Germany, and then it became widely known in the US through its use by Sauveur and Maximillan Berlitz.

Following procedures are main principles for Direct method:

1. Classroom instructions are conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught.
3. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabularies are taught through demonstration, objects, and pictures; abstract vocabularies are taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasized.

These principles are seen in the following guidelines of above given method:

•Never translate: demonstrate
•Never explain: act
•Never make a speech: ask questions
•Never imitate mistakes: correct
•Never speak with single words: use sentences
•Never speak too much: make students speak much
•Never use the book: use your lesson plan
•Never jump around: follow your plan
•Never go too fast: keep the pace of the student
•Never speak to slowly: speak normally
•Never speak to quickly: speak naturally
•Never be impatient: take it easy

The behaviour and classroom participation of teachers and students play an important role in the successful implementation of communicative language teaching. In the CLT classroom, it seems to be student–centred which does not depend on their teachers all the time, waiting for instructions, words of approval, correction, advice or praise (Jones, 2007; Ozsevik, 2010; Chang, 2011). They do not ignore each other, but look at each other and communicate with each other. They value each other's contributions; they cooperate, learn from each other and help each other in order to reach the goal of communication (Jones, 2007; Ozsevik, 2010; Chang, 2011). When in difficulty or in doubt, they do not immediately ask the teacher for help or advice, but only after they have tried to solve the problem among themselves with an emphasis on working together in pairs, groups and as a whole class. At the same time, the teacher's role in the CLT classroom acts as a facilitator or instructor, who guides the students, manages their activities, and directs their learning process in order to develop their language skills (Jones, 2007; Ozsevik, 2010; Chang, 2011).

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning–teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organiser of resource and as a resource himself, second as a guide within the classroom procedures and activities…. A third role of the teacher is that of a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities

As teacher has its own role, obviously it is also related to learner. The role of learner as negotiator – between the self, the learning process, and the project of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as

he gains, and thereby learn in an interdependent way (cited in Richards and Rodgers, 2001, p. 166)

Another crucial moment in innovative teaching approach is to involve student's attention and interest in learning process. What is interest? According to the Longman Dictionary of Contemporary English, interest is a sense of curiosity or concern about something. Ask any student to define interest and he will normally associate it with the things that he likes to do; never with learning English. Given that most students will only actually use the English language within the four walls of the classroom, it is of utmost significance that teachers imbue that sense of interest for learning English within the hearts their charges. The power of stimulating such a sense lies predominantly in the hands of the teacher. Many students are afraid to communicate in English for fear of being laughed at by their peers. We teach English because we want to pass on the joy of knowing, understanding and using the language well. The English language is certainly more that prescribed texts and objective questions. Therefore, a student getting a distinction for English in a public exam does not mean that he has caught the passion for learning English. How then can we as teachers inculcate an interest for learning English? Just three words: creativity, understanding and encouragement.

Every teacher and student is creative if he is given the opportunity, time and support to express that creativity. Activities for language teaching can be based on everyday materials. We should not be afraid to try out unconventional tools based on personal experience in the classroom. Both students and lecturers have creative potential. Lecturers can incorporate their creative skills into the teaching of oral skills. Students when allowed to explore their creative skills find speaking in the English language interesting, relevant and productive. Some people may have creative potential, but it remains latent unless they manifest it in some observable form, by using the creative resources available to them. Creative and imaginative activities help alleviate problems that hinder language learning. (Di Pietro, 1987)

According to the leading American English teachers A. J. Hoge, Kristin Dodds and Joe Weiss, teachers must help students to speak and understand, real English speakers in real English world. Students really need to speak English powerfully and correctly. They need to use English to get better work places. They need to use English with international customers and friends. They need success with real English in real world.

As English teachers, we are almost always on the lookout for new and interesting ways to stimulate our language learners. It was ELT author and researcher Stephen D. Krashen who gave us his Affective Filter hypothesis of Second or Foreign language acquisition. His hypothesis states, that conditions which promote low anxiety levels in class allow improved learning on the part of students. When learners enjoy class activities their Affective Filter is low and they learn more. New and different activities "out of the norm" also lower learner affective filters. Giving learners something new does wonders in relieving

boredom, spiking interest and lowering the Affective Filter of learners on whom you may have "tried everything".

Here are some not–so–commonly–used techniques for adding that "new twist" to English or foreign language classes:

1. Using an iPOD. As we know students get used to carry iPods or cellular phones. Teachers must not curse and swear at them for using technology in their lives. They should turn it to their advantage. A number of good websites now exist that can get teachers and their learners up and running using this latest new technology for language learning and practice.

2. Letting Learners Create Lesson Materials. Turnabout is fair play, or so they say. Educators have to take a day to switch roles. They should give opportunities for students to create or choose lesson materials. Having a "hot" conversation on a topic that THEY want to talk about – music, movies, techno–babble etc. Nothing is taboo – well almost nothing.

3. Join the club. Higher educational institutions must organize Conversation clubs for both students and teachers. Starting time of these clubs should be scheduled. They must consider suitable day and duration for learners and their teachers. The key is to give THEM the majority of control, or at least as much as possible. Using props, realia, pictures, music or whatever teacher and learners may have on hand to start, stop and sustain the activities. Clubs can be in different directions:

• Pronunciation clubs. Mostly, in these clubs teachers involve their students to speak with proper pronunciation. Main skills in these clubs are listening and speaking. Tapes or videos are the main resources for holding pronunciation clubs.

• Reading clubs. World classical literature, modern science fiction or any other reading options are very interesting for learners. They could read, enjoy, discuss and learn at the same time. Reading clubs are developing not only leaning skills, but also very helpful for students outlook.

• Movie clubs. The most relaxing way to involve students to learn a language is movie clubs. Advantages of movie clubs are that, students can choose and watch their favourite English movies, discuss them with their peers and teachers. Movie clubs help to develop listening skills very much.

Introducing all these innovative techniques, based on developed, foreign countries experience, in our country is a target goal of our education system. For the development of Uzbekistan, we need a large number of human capitals. To build the human capital, English is essential in the present age of information and technology of 21st century. Uzbekistan sustains one of the largest primary education systems in the world with as many as large number of primary institutions of different kinds. Among these primary schools, most of the schools are in rural areas of Uzbekistan. Primary education is called fundamental education to build a child. For this reason primary education is emphasized in all declaration for the development of education of every nation and it is important to create a base of English at primary level. So, English curriculum implementation is necessary from primary level in Uzbekistan. Being well educated from primary

school, gives an opportunity to enter higher educational institutions and to become a good professional in future. Without knowing foreign language, it is impossible to reach an apex in any job, at any corner of the world, including Uzbekistan nowadays. Therefore our government creates all opportunities for youngsters, to achieve success in many fields and to cooperate with leading developed foreign countries easily.

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IMPORTANCE OF LEARNING TELECOMMUNICATION TERMINOLOGY IN ESP

Musayeva F.M., *teacher, branch of Russian State University (NRU) named after I.M.Gubkin in Tashkent*

Abstract. *The article deals with the problems of importance of learning telecommunication terminology in ESP, especially the introduction of the new terms and terminology in the ICT sphere and their usage is compared in examples. Implementing of telecommunication terminology in English classes and the most important features are given in this article.*

The modern information society where we live is characterized by the leading position of information and the exceptionally fast pace of development of its processing tools – information and communication technologies (ICT). The use of computer technology in teaching, particularly, in foreign languages has significantly changed the approach to the development of educational materials in this discipline. Interactive learning on the basis of computer–based training programs allows individuals to more fully realize the whole complex of methodological, didactic, pedagogical and psychological principles, makes the cognition process more interesting and creative, allows taking into account the individual pace of work of each student.

The purpose of learning a foreign language is the communicative activity of students, that is, practical knowledge of a foreign language. The tasks of the teacher are to intensify the activity of each student in the learning process, to organize situations for their creative activity. Participation in various international programs, the opportunity to study abroad implies not only a high level of proficiency in a foreign language, but also certain personality traits: sociability, knowledge of international standards, a broad outlook. In order to achieve best results, of course, an effective help to the teacher is provided by the use of information and communication technologies in teaching English.

The widespread use of computers in modern life has led many educational institutions to use this technical tool to teach various disciplines. Foreign language is no exception. Moreover, taking into account all the difficulties, such as coming across with technical terms faced by learners while studying foreign languages, the issue arises to distinguish telecommunication terminology from the words which are used in everyday life. The modern educational system which is built on computer–based teaching aids, based on the inculcation of self–education of a student as the work of students at the lesson requires the communication with a teacher, mediated through interactive computer programs and audiovisual media. The use of both terms of telecommunications and Internet resources in the educational process contributes to the development of students' cognitive activity and the achievement of the main objectives of the subject.

There are several types of online training resources in the English–language literature which have the same translation in the Uzbek language: hotlist, treasure hunt, subject sampler, multimedia scrapbook, and webquest. They are known as transliterated words that give convenience especially for specialists who work with technical equipment. With the help of transliteration, all other computer terms (for example, laptop, multimedia, chat, blog, website, etc.) are included in the Uzbek language. Besides that the use of transliteration will help to avoid conceptual confusion when working with foreign teaching materials.

When implementing telecommunication terminology during English classes the most important features should be taken into account, such as the right use of homonymy and polysemy which may confuse learners to find a right term in their specialty. There are a large number of homonymous abbreviations, the number of

which is constantly increasing. It is revealed that in the linguistic material under study, the homonymy of words is:

- cases of complete discrepancy of the meanings of a multi–valued word, such as English terms ***absence (telecom)***–mavjud emaslik, yetishmaslik, ***acceptance***– qabul qilish (so'rovni) etc.;
- cases when forming the same foundations or roots, independently of one another, "identical words" of the same part of speech are formed, such as ***account–akkaunt*** ("qayd yozuvi", kompyuterda saqlanadigan foydalanuvchi tavsifi) ***absolute addressing***–absolyut adreslash etc.

As mentioned above, a special case of homonymy in this terminology is the homonymy of abbreviations. The producers of communication systems and the developers of software for these systems create such additional homonymy in most cases artificially. This is due to the fragmentation of manufacturers, who often do not pay attention to the fact of the existence of such an abbreviation in already existing systems. For example, the GSM abbreviation (Global System for mobile communication) has a homonym GSM (Global Switching Module), denoting the main switching field of a type of CDMA switch. The abbreviation of CM from different manufacturers means: 1) CM (Central Memory) central memory – from Nokia in the NMT standard; 2) CM (Communication Module) communication module – from Lucent Technology in the CDMA standard; 3) CM (Connexion Management) connection management – from companies using the GSM standard. The abbreviation BS from different manufacturers means: 1) BS (Bearer Service) air channel – from companies using the GSM standard; 2) BS (Base Station) base station – from Nokia in the NMT standard. The abbreviation of TA from different manufacturers means: 1) TA (Timing Advance) time difference between the transmission of a mobile station to the base station and the reception of this signal by the base station – for companies using the GSM standard; 2) TA (Traffic Area) coverage area – from Nokia in the NMT standard.

The studied terminology of the Telecommunications software abounds in abbreviations, so the presence of homonyms abbreviations to some extent makes it difficult to understand the special literature and in most cases, the abbreviation without decoding can be understood only through context and background knowledge. In the process of studying the linguistic material, some unusual cases of abbreviation were noted. With the further development of the terminology of the software these isolated cases can receive a certain development by proposing new trends in the creation of terms. For example, the abbreviation MS stands for mobile subscriber and mobile station. Initially, these were two homonyms at the level of the abbreviation. Over time, however, the term mobile station acquired the value of a mobile subscriber and the abbreviation received two decoding options that do not affect the meaning in any way. Thus, two homonyms at the level of abbreviations have become synonymous.

Acquiring necessary knowledge in terms of telecommunications gives a wide range of opportunities like:

- searching the right information;

- time elimination;
- improving computer skills;
- focusing on learning goals;
- finding basic and additional materials for their specialty;
- studying independently.

Thus, awareness of the telecommunication terminology has a lot of advantages. As new words are coming into being, accuracy in using them is needed in the use of computer terms in the classroom on the topics of target subjects. As for the criteria for the usefulness of a specific technology in education, it should be stated that when translating computer terms from English into Uzbek, depending on the specific situation some basic types are used, such as: transcription or transliteration, descriptive translation and translation using the selection of a semantic equivalent. In order to distinguish telecommunication terminology from the words which are used in everyday life the use of both terms of telecommunications and Internet resources in the educational process a learner is required to be aware of all arising words which are related to the special area. It will help to the contribution of the students' cognitive activity and the achievement of the main objectives of the subject.

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INTERACTIVE METHODS OF TEACHING ENGLISH

Tursunbayeva L.T., *teacher of TUIT named after Muhammad al–Khwarizmi*

Abstract. *The aim of this article is showing the importance of new interactive methods of teaching in learning English. If a person wants to learn something, it is important to do in reality. New methods of teaching help us to complete it. There is a philosophy: "Learn by doing ". Communicative methods make students to do things in English. Here in this article there are some techniques, which help us to achieve our goal.*

There are more than 500 techniques of interactive methods of teaching which can be used in lessons. New methods of teaching help teachers to achieve the main

goals if they are used properly. The main goal of these techniques is developing student–centered lessons, which means students work much more than a teacher in groupworks, in pairs, individually. Also these new methods provide democracy, activity of students and create friendly atmosphere in classrooms. Measuring teacher effectiveness can be clearly seen in these kind of lessons. It means that teacher should only show the ways how to "do". Students should "do" things in English.

Good methods for teaching speaking and listening have been developed in Europe and America. Americans have a philosophy "Learn by doing". If we want our students to speak English well, they must practice by speaking English in the classroom. Communicative methods make students to do things in English. Nobody can learn 100 % of information in lessons but specialists found that we can learn:

- 20 percent of material by hearing.
- 40 percent of material by hearing and see.
- 80 percent by doing.

In teaching English "doing" is speaking. Vocabulary + grammar is nothing. Vocabulary + grammar + practice = ENGLISH. Becides these methods motivate students to share information and express their opinions in English.

Here are some modern technologies which are very useful in teaching:

1. Fishbone Diagram was first used by Dr. Kaoru Ishikawa of the University of Tokyo in 1943 – hence its frequent reference as a "Ishikawa Diagram". This diagram is used to identify all of the contributing root causes likely to be causing a problem.

• Straightforward and easy to learn visual tool.
• Involves the workforce in problem resolution
• Organizes discussion to stay focused on the current issues.
• Promotes "System Thinking" through visual linkages.
• Prioritizes further analysis and corrective actions.

The fishbone diagram is similar to brain mapping, though usually it is focused on identifying possible causes of a problem.

First, draw a triangle centered in the middle of the right edge of the paper. Write the stated problem in the triangle. Then draw a horizontal line from the triangle to the left side of the paper

Draw angled lines off the horizontal line, or "spine," of the fish. On each of these lines write a cause of the problem.

2. KWL – Know, Want to know, Learned

*Opportunity for learners to demonstrate their own knowledge.

*Conducting group work.

*Chain experience with the help of sharing experience.

• KWL is considered to be one of the most useful techniques when conducting lessons, as it avoids traditional methods of teaching. It is not a part time activity. It can be used for the whole lesson. Results that are more effective can be achieved by using this structure in the lesson instead of boring lesson with the

same every day structures. First students can demonstrate their knowledge on given subject. Then they express their needs on it. Group work helps them to satisfy their need by sharing experience which develop listening skills. At the end, students can see results and they feel that they've learned something new.

How to conduct the activity:

- Write the abbreviation on the blackboard and ask to guess.
- Spread the abbreviation in a structure.
- Give a subject and ask students to tell all they know on subject. They can write on the column.
- Ask them to write their needs on the second column.
- Divide the class into groups and give them some time for discussion on needs which are in the second column.
- Each group presents ideas.
- Students who has learned something new will tell and can write on the
- Blackboard.

KNOW	WANT TO KNOW	LEARNED

3. JIGSAW

Divide students into 5– or 6–person jigsaw groups (home groups). The groups should be diverse in terms of gender, ethnicity, race and ability. Appoint one student from each group as the leader. Divide the day's lesson text into 5–6 segments. Give the students to learn about types of "Water". Into segments on: 1 Introduction, 2 Fresh water, 3 Resources, 4 Save the water (conclusion).

Students spend time to read over their segment at least twice and become familiar with it. Each group makes presentation. At the end the presentations will be joined.

4. Brainstorming

- Gives you new ideas.
- Helps you work through problems.
- Improves your creative thinking.
- Helps your team work better together.
- Participants who have an idea but no possibility to present it are encouraged to write down their idea and present it later.
- The idea collector should number the ideas, so that the chairman can use the number to encourage quantitative idea generation, for example: *We have 44 ideas now, let's get it to 50!*
- The idea collector should repeat the idea in the words he or she has written it, to confirm that it expresses the meaning intended by the originator.
- RULES OF BRAINSTORMING No criticism: It is often emphasized that in group brainstorming, criticism should be put 'on hold'. Instead of immediately stating what might be wrong with an idea, the participants focus on extending or adding to it, reserving criticism for a later 'critical stage' of the process. By suspending judgment, one creates a supportive atmosphere where participants feel free to generate unusual ideas.

▸ Unusual ideas are welcome: To get a good and long list of ideas, unusual ideas are welcomed. They may open new ways of thinking and provide better solutions than regular ideas. They can be generated by looking from another perspective or setting aside assumptions.

▸Combine and improve ideas: Good ideas can be combined to form a single very good idea, as suggested by the slogan "1+1=3". This approach is assumed to lead to better and more complete ideas than merely generating new ideas alone. It is believed to stimulate the building of ideas by a process of association.

▸ The chairman presents the problem and gives a further explanation if needed.

▸The chairman asks the brainstorming panel for their ideas.

▸If no ideas are coming out, the chairman suggests a lead to encourage creativity.

▸Every participant presents his or her idea, and the idea collector records him or her.

▸If more than one participant has ideas, the chairman lets the most associated idea be presented first. This selection can be done by looking at the body language of the participants, or just by asking for the most associated idea.

▸ The participants try to elaborate on the idea, to improve the quality.

▸When time is up, the chair organizes the ideas based on the topic goal and encourages discussion. Additional ideas maybe generated.

▸Ideas are categorized.

▸The whole list is reviewed to ensure that everyone understands the ideas. Duplicate ideas and obviously in feasible solutions are removed.

▸The chair thanks all participants and gives each a token of appreciation.

5. CASE–STUDY

A case is an account of an actual problem or situation, which has been experienced by an individual or a group. It includes facts available to those facing the problem, along with a description of perceptions and attitudes of those who are confronted with the problem. The discussion analysis is initiated when the teacher asks, in some manner, "what is the issue or the problem in this case?"

The second step is the analysis of the facts in the situation, here the emphasis is upon the actually happened rather than personal opinion of the facts.

The third step in the analysis may be conceived as sentiments and beliefs .Here expressed feelings or attitudes are considered.

The strongest proposal is chosen, sometimes it becomes apparent that more than one decision is best.

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IMPLEMENTATION OF CORPUS LINGUISTIC TECHNIQUES TO IDENTIFY COLLOCATIONS

Barnoyeva N.Y., *teacher, TUIT named after Muhammad al–Khwarizmi*

Abstract. *The problem of identifying and studying collocations on the basis of linguistic corpus of texts is considered. The basic concepts of corpus linguistics, such as the representativeness and volume of the corpus, corpus manager (concordance), features of the corpus of texts are considered. The definitions of collocations from the point of view of traditional and corpus linguistics are given.It is especially emphasized that in corpus linguistics collocations are considered as statistically stable phrases.*

In the process of penetration of modern information and communication technologies in all spheres of science, and in particular, in philological science, the use of linguistic corpus of texts in the study of various aspects of language is growing in popularity.Corpus linguistics is widely used to study foreign languages. Interest in this topic is constantly reflected not only in various books and textbooks, but also in reports at conferences devoted to the methods of teaching foreign languages. One example is the modern dictionaries, which are formed on the basis of constantly updated databases linguistic corpus. These dictionaries are often marked with the words “corpus based” – “created on the basis of case data”.Case technology allows to quantify the compatibility of words.

The term collocation is interpreted differently by different authors and is used in different contexts. Thus, among linguists there is agreement that there is no single definition, and an understanding that there are many competing definitions. For the purpose of their scientific activity, each author adopts a working definition within the framework of the developed approach for solving the set scientific problems.It is the linguistic corpus of texts that makes it possible to study the lexical compatibility, or the phenomenon of collocations in context. The term collocation occupies one of the leading places in modern linguistics. In a broad sense, collocation is a combination of two or more words that tend to occur together.

In modern linguistics, there are various definitions of the concept of "collocation". Most definitions are based on the phenomenon of semantic–grammatical interdependence of the elements of a phrase . The first term collocation (in the technical sense) was used by the British linguist Firth J, who believed that the meaning of a word was at least partially determined by its contextual environment, and highlighted the meaning of a word in collocation. In such a campaign, the need to consider classes of individual words is questioned and instead the language is thought of as a set of closed classes of grammatical words at one end and an open class of vocabulary at the other [4].

The main feature of collocation is the preservation of the lexical meaning of one of its components with the stability of the phrase in general and the absence or weakening of the meaning of the imagery and emotionally estimated workload. In

contrast to the formal approach to the language as an internal, rule–based system, here the language is considered as a resource with a large set of options for expressing meanings, and the collocation in this system is in the wedge lexical field. The concept of collocation is also related to the fact that this formation is limited not only by the syntax, but there are paradigmatic and textual influences in the choice of vocabulary, which explains the fact that, for example, the combinations "easy way" and "pretty woman" are acceptable options.This understanding prompted Sinclair to suggest a similar lexical wedge, based on the principle of idiomaticity, according to which a language user has at his disposal a large number of half–ready phrases that are extracted as a whole and individual words that are extracted according to the principle of free selection[8].

Corpus approach to the definition of collocation can be called statistical. This is due to the arsenal of probabilistic statistical methods that are used when working with shells to determine collocations. Thus, in corpus linguistics, collocations became defined as statistically stable phrases (Scott, Tribble 2006) [7].Collocation characterized by "predictable co–occurrence of words" in written and spoken language (Coulthard et al. 2000: 77) [3].M. McCarthy treats collocations as "marriage contract between words" and indicates that this union may be stronger between certain words (McCarthy 1990: c.12) [6].

Collocation competence is important in the method of teaching foreign language, since in many grammatically possible phrases the main word can predict its distributor, or collocate. The potential compatibility of words may not coincide with the actual compatibility of words in speech.Misuse of collocate entails a mistake in the custody that prevents the correct perception of the meaning of what has been said – broken collocation. Bringing the results of case studies in the methodology is associated with the need to study what is found in speech.Mr. Palmer was one of the first methodologists to define phraseology as key to fluency in Second Interim Report on English Collocations (1933), which had a great influence on the followers.

The importance of studying collections does not raise doubts, since they are present in all languages and represent the main feature of the language. "The collocation clarifies and specifies the meaning of the words that form it, the exact meaning in any context is due to the environment of the given word — its distributor, or collocates, which are united around it and form a collocation.

The collocation of words is fundamental for all language use. "The beginning of the study of collocations can be the study of concordance lines – one of the main tools for working with corpus data. Concordance – a string of corpus texts of a given length, presenting the word being studied in use, in context. The word being studied is called "the node" – understood as a dot.crossing line concordance in one word.Concordance strings are a source of information about the patterns of use of the studied word and the relationship between words. The function of the extended context is also key, since collocations are sometimes separated by other words. Wordlists or wordlists are the second method that can be used to define collocations and is available in the disposal of large enclosures such as the British

National Corpus. One use case is the list of collocations, which gives the number of all cases (tokens) of matching words (types) in a given environment of the desired word (the node.)Another use of the Wordlists function is the so–called "picture function". This representation of the columns of collocations on either side of the desired word — to each word to the left and to the right, there are up to 6 columns. Hunston S and Laviosa S consider that the use of the information thus presented is a good starting point for the further identification of collocations (frequently occurring words together). The authors also warn that the results should be evaluated with caution, as they are the initial assumption, not the final proof of the collocation [5].

The so–called wordlists, in BEC (The Bank of English Corpus) can be sorted by frequency, on the so–called t–score or on the mutual information score Each of these indicators of stability or strength of collocation has its own characteristics. So, Biber D, Conrad S, Reppen Rnote that the simplest way to determine a collocation pair is based on the relative frequency, which gives the most common collocation associations[1].The disadvantage is that the most frequent collocations of the desired word will be words with high frequency in general, which, due to their high frequency, are likely to often be combined with other words as well, thus, not being a feature of this particular desired word, but mere coincidence. Therefore, one of the sorting options there may be a VI indicator (an indicator of mutual information, Mutual Information score). This indicator reflects the so–called attraction between two words or the likelihood that if one word appears in the string, the word constituting a collocation with it will appear in the immediate vicinity of the search word.

Thus, with the help of corpus instruments, context–specific units were singled out, and methods for studying collocations were studied. The main difficulty in further work with collocations is in their large number (for the word efforts). The body breakdown by genres and extended context allowto narrow the scope of research and focus not only on the most frequent collocations, but also to select examples of their use in certain types of discourse, for example, for further lexicographical work.

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IT AND MEDIA AS AN INNOVATIVE WAY OF TEACHING FOREIGN LANGUAGES

Yuldashev Y.G., *student, TUIT named after Muhammad al–Khwarizmi*

Alimukhamedova Kh.R., *teacher, TUIT named after Muhammad al–Khwarizmi Foreign languages department*

Abstract. *The aim of this article is to describe the role of information technologies in learning foreign languages, to state the great importance of IT in the learning process as well as in the process of raising motivation among students to a higher level. The article is called to enroll different multimedia methods, among which the outline of video lessons, role–playing game lessons, and project based learning have the leading role.*

Nowadays, professional training is being enriched in its components with foreign languages. Professionals of various occupations are showing high interests in mastering of foreign languages. The reason is that language proficiency gives an advantage to progress as professional and to find solutions for any issue. In many areas there is a need to establish contacts with foreign partners. School would provide a basic set of knowledge that will help to study foreign language in higher educational institutions, training courses or independently. Today, there is a large set of training materials for people with different levels of language knowledge. The success and the achievement of this goal depends on the applied methods and teacher qualifications. The ability to use information technology and modern teaching methods contributes to the rapid understanding of new material. By combining different techniques, teacher will be able to solve specific educational programs. With this in mind, teachers and students should be familiar with modern methods of foreign languages teaching. They further can choose the most effective techniques to achieve their goal. Learning foreign languages is impossible to imagine without the use of multimedia learning tools.

Of course, important tasks for the methodology of teaching foreign languages include providing opportunities to illustrate the actual process of communication in English, and creating an educational environment that provides real conditions for learning use of the target language and its culture. The 21st century, often called the information age, is bringing about changes to the traditional teaching of language. The use of computer technology in teaching in our time is of great importance,

thanks to its new possibilities. The introduction of new information and communication technology expands access to education, forming an open education system, and changes the idea of the qualifications needed by modern graduate students.

The implementation of new methods of learning that provide the development of communicative, creative and professional competences and stimulate the requirement of future specialist in self–education based on the content and management of educational process is required from modern educational establishment nowadays. The aim of foreign language studies in the higher educational establishment is forming professional communicative competence among students with the help of development and perfection of all types of language activity: reading, speaking, writing and listening. As practice shows, a computer, from all the existent means of study, is the best choice to be implemented into the structure of educational process, which meets all the didactic requirements and maximally approach the process of learning foreign languages to the real terms. A computer is capable to provide all–round (enter, current, final) control of educational process as well. Another advantage of a computer is the ability to accumulate statistical information during the educational process. Analyzing statistical data (amount of time spent on correcting errors, right/wrong answers, implementation of separate tasks, etc.), a teacher judges the degree and quality of student's knowledge. Computers also create favourable possibilities for organization of self–assessment work of students at a lesson of foreign language. Students can use a computer both for the study of separate themes and for self–control of gained knowledge. Power Point Presentations.

One of the most successful examples of computer technology usage is a Power Point presentation. Foreign language multimedia presentation is a way of showing the creative, newly made, and adapted for the certain level of student's language information as the logically completed selection of slides on certain topics by a teacher. Multimedia presentation is based on the use of audiovisual possibilities of computer technologies. There is a general algorithm of multimedia presentations creation. Accordingly, it is very important for a teacher to follow such steps:

1) to define pedagogical tasks which are going to be solved by means of the created multimedia presentation;

2) to think over the aim and task of the slides creation;

3) to put themselves in the place of students, taking into account their potential possibilities;

4) to pick up illustrations (pictures, sounds), using multimedia possibilities of computer (processing of collected earlier information or a search for new one);

5) to think over the text's content considering the basic requirements to all multimedia presentations;

6) to write down the script of multimedia presentation;

7) to create the structure of multimedia presentation, using the necessary computer programs;

8) to apply animation and voice effects;

9) to analyze and estimate the prepared presentation in accordance with the requirements of multimedia presentations. The material positioned as electronic presentations substantially extends possibilities of ordinary educational means due to the use of audio and video tracking and effects of animation.

During work with a computer, a student's acoustic and visual channels of perception are involved, that allows increasing not only the volume of the perceived information but also durability of its mastering. Examples of what can be created on the basis of a PP Presentation

1. Flash–cards on a certain topic.
2. Reports on the books and articles.
3. Scientific presentations that illustrate research work of a student.
4. Creation of student's portfolio.
5. Demonstration of graphs diagrams and charts.
6. Tests. Power Point presentations are used in educational establishments of different levels and specifics such as: 1) objects of study in a course of information and of communication technologies; 2) means of electronic and paper support in the process of educational orientation and explanation of the material by the teacher as well as reports of students, graduate students, listeners; also they are used to exchange education experience. With the aim to reduce typical mistakes certain requirements for Presentations created on the basis of MS Power Point are developed.

1. Selection of text and graphic material: 1) arrange and laconically present it; 2) write a script and create presentation on the topic given.

2. Structure of presentation and navigation: 1) title slide pointing to the establishment, the theme and the author; 2) structures of slide titles: complexity; 3) slide with the table of contents with hypertext links to the beginning of the sub items and button of return to the title; 4) in a sub item: every slide contains the button of return to a previous slide and the last one – the button of return to the table of contents; 5) hyperlinks to the online sources and programs.

3. Artistic composition: 1) intenseness of no more than 1/3 of screen area, that is why list goes the first, and details about every object go separately; 2) the main object is located in the proportion of golden section; 3) the semantic center is placed below and more to the right.

4. Parameters of the text style: 1) no more than three variants of fonts that differ in type, size or boldness; 2) laconism: no more than two lines in a title or a list row, no more than 6 rows in a list.

5. Colour spectrum, contrast and brightness of the image: 1) accordance of the colour palette with relative visibility of the image objects; 2) consistency of the colors used for the indication of similar objects; 3) accordance of the colours to the visual associations: red – danger, yellow – examination, green – the one that allows, violet – fantasy, black – strictness, white – ideal exactness, etc.

6. The synchronized sound / speech accompaniment (if using the microphone).

7. Animation is for bringing in the attention to the change of the slide. Now let us consider the methodological aspects of creation of educational presentations. The type of such presentation depends on the role of that presentation in the educational process at the lesson.

Presentation can be supporting, or fully functioning. A teacher uses supporting presentation during the explanation of new material, using a computer technique instead of placards, maps, handing material. In this case, the basic informative role belongs to the teacher. A fully functioning presentation takes away the main role at the lesson. The teacher just prepares students for working with new material, states the topic and aim of the lesson, and some moments that need special attention, while learning new material. Then, students learn new material on their own, with the help of the presentation. At the end of the lesson, the teacher conducts a discussion on the topic, specifying certain moments, answers the question of students and works out the summary of the lesson. It is very useful to have computer tests, as an addition to such presentations. The test will be useful both for self–assessment of students and for control of their knowledge by the teacher. Creating supporting presentations, the basic elements of slides will be graphic objects: pictures, charts, diagrams, graphic arts and tables. To a lesser degree, videos–fragments are used. It is related to such fact that video–fragment needs to be watched and listened to.

Thus, a high synchronicity is needed in all the students' efforts, so that some of them have not experienced the technological pause, which has not been planned by the teacher in the study time. Project apparatus and interactive boards are very useful for such presentations. In this case, videos–fragments acquire a greater value. Multi–text information should not be used in presentations of supporting type, because it can also results in an unplanned pause, since the speed of working with the text varies greatly among different students. A teacher replaces possible text information with the explanations. So, the supporting presentations are used to visualize and make new material at the lesson clearer. Fully functioning presentations contain considerably more text information and nearly the same amount of graphic support. Audio and video support is very useful in this type of presentation. Audio corresponds with the text on the slide. It is done for those students whose aural memory prevails. It should be remembered that text must be distributed on slides in small portions and supported by corresponding pictures, charts images, etc. In such case, text information is better perceived and understood by students. Not a single slide of fully functioning presentation, except a slide with a film object, must contain objects without text tracking. Such slide will be blank, i.e. not clear to the student. The quantity of animation should not be excessive. Animation can be useful on a title slide, and very harmful on the other. The reason is that animation tends to distract attention from the material, which is studied. If students have textbooks, then material of a presentation should be maximally concerted with them. It is recommended to create a presentation based on the texts from such textbooks.

In the process of a study the outline of all main information technologies used in learning foreign languages was given, the great importance of IT in the learning process as well as in the process of raising motivation among students was proven as well. The article examined different multimedia methods, among which the peculiarities of video lessons, role–playing game lessons, and project based learning have the leading role. Application of multimedia interactive technologies substantially improves the quality of lesson material and raises the motivation, at the same time individualizing the language learning. Taking into account all the above–mentioned factors we can draw a conclusion, that in the modern society, where it is difficult to surprise students by something, the use of IT can become an additional stimulus, the so–called "spark", that will introduce the originality into the educational process, inspiring students for further creativity and motivate them to a higher level. Therefore, the ability of a teacher to use IT in the educational process became one of the substantial parts of professional competence.

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INCREASING PEDAGOGICAL SKILLS IN TEACHING FOREIGN LANGUAGES WITH NEW INNOVATIVE APPROACHES

Zokirov S.N., *student, TUIT named after Muhammad al–Khwarizmi;*
Musayeva F.M., *senior teacher, TUIT named after Muhammad al–Khwarizmi, Department of Foreign Languages*

Abstract. *The paper deals with the problems of the investigation of effective teaching approaches. The ways to improve English language capacity of students in different places of education, and reevaluate the effectiveness of current English instructional methods in Uzbekistan in order to bring comprehensive changes in order to promote the English proficiency through different methods are given in this article.*

English is one of the basic principles that can promote education and build capacity in educational institutes. It is important that educators have access to up–to–date resources, computers, the internet, and other technologies that can aid in the educational process. Faced with the reality English is the language of science and technologies that Uzbekistan’s folk need an education that will prepare them

for the globalized world. In this respect, teachers, students, and educators all need to know English. Moreover, knowing English increases the opportunities for students and educators to participate in international exchange programs, which will help and facilitate the process of bringing new ideas and perspectives back to our motherland. There are various methods of studying English which can ameliorate learners' speaking, listening, reading and writing skills:

- Singing;
- Battle like performers;
- Idioms;
- Outside classes;
- Encourage teamwork;
- Games

Singing

It's typical for individuals to spend time in entertainment. Each person has different taste but almost everybody is stuck to devices. People cannot imagine an ordinary day without them. Today nobody can live without sounds coming from smartphones, such as listening to music, radio, audio messages, so many people are even addicted to MP3s of all genres like pop, rock, rap, EDM (Electro–dance music) or acapella. Listening to foreign songs attracts people more because with the help of the songs they can show off their "cool" skills of speaking or singing like Eminem. Thus, it is obvious that everyone googles to have a look at the lyrics. Using today's apps for smartphones makes this action easier because they let you feel a super–star whenever and wherever. This kind of entertainment improves the diction and mouth flexibility that are considerable skills to sound more natural.

Warning! Continuous using of this method might jaundice native speakers.

Battle like performers

This approach is considered as an expanded version of what is written above. Each individual fancies for games. The victory is, undoubtedly, the best feeling. Using this easily accessible way of merriment is suggested in order to intrude it into education system. However, it is not just amateur singing. Battle with students like, for example, a real rapper or soloist of choir. Obviously this way of teaching has plentiful advantages. Firstly, it helps to find out whether the students have artistic abilities. Secondly, it encourages gifted guys to perform better than now. Thirdly, as it can be seen through the history, rivalry always has sparked the champions. Therefore, each one desires to be a superior.

Idioms

Learning foreign languages should not mean to learn in order to kill the time, or get into the crowd that flows to any direction. People learn it to sound like a native speaker; get to know lots of interesting about the culture, customs and traditions. Thus, usage of idioms, jargons in everyday live is necessary. This is the direct way to comprehend what a native speaker feels. It can be claimed surely that usage specific language of native speakers boosts speaking skills. For example, those who just desire to start speaking fast and do not want to learn hundreds of words, which do not get into their mind at all, some idioms which help to turn into

Americans can be exactly the matter of this solution. As a result they may see fruits and chatting in English becomes a duck soup.

Outside classes

The human is a part of nature. It is much better to conduct a lesson in the open air. Fresh air motivates to generate new extraordinary ideas. Moreover, going out is useful not only in terms of study, the motion enhances well–being that means "Healthy body has healthy soul". Going somewhere, for example to a museum or an exhibition or even café, just to have a cup of coffee, talking about last read book will definitely be useful to learners to increase their both speaking and vocabulary skills as all of them come spontaneously in a natural way.

Encourage teamwork

As it has been said above, the human is a social being. He/she requires someone to talk. "Two heads are better than one". So, it can be noticed that organizing debates, making students team up and discussing, for instance, the latest mishap of any celebrity spur to gather all of them to work jointly. It should be taken into account that completing the projects that rely on the endeavor of each member of the team progresses their communicative skills, strengthens trust to each other. In a nutshell, teambuilding is controversial topic, which needs to get better by everyone's labor.

Game

Do what you LOVE what you do

It is obvious everyone likes playing games. The aim is to chat only in English while playing. Everyone enjoys performing their favorite movies where the characters like Spider–man or Batman have won antagonists. The other way to make English lessons more astonishing is to create a stage adaptation of a watched film or occurred situation. Also, role play activities give best results. As a consequence, games and role plays develop memorization, public speaking skills, and also, self–consciousness. The students start talking steadily and, eventually, find themselves comfortable to adapt a foreign language. People can do their best only if they are fond of what they realize indeed. It will be a good idea to let learners broaden their imagination and results will be more than expected. Allowing them to speak of favorite topic gives pretty enthusiastic inspiration about their ideas where learners can share ideas for hours. If aiding students' interests properly, they will put their hearts and souls into that.

In Uzbekistan it is obvious to upgrade the education system and apply educational technologies in teaching and learning process. In addition, our students should study abroad and learn from other nations' knowledge and experience in order to bring changes in our education. The English teaching method course was found as a venue for promoting the English proficiency of the students. Overall, in Uzbekistan, traditional teaching has been practicing for decades, so it is hard to replace with new methods immediately. After transcribing and analyzing the interviews, notes, and observations, it has been found out that; however the course instructors suffered from shortage of teaching resources and facilities, they could handle the teaching and learning issues and increased pedagogical and content

knowledge of the teachers and instilled the new notion of teaching and learning process. The desire and pleasure of sharing knowledge with people is of prime importance. This desire can inspire the teacher to make himself/herself the best method of teaching in class. In teaching the students the actual learning of a foreign language opens the mind to the knowledge of new worlds. Concerning teaching methods, it is believed that a variety of approaches makes up the most successful practice, it assists to maintain the whole attention of the students present in class, it encourages them and offers an attractive atmosphere and diminishes anxiety, shyness. In the end, it should be added the following fact: not all students share the same desire for studying a foreign language and it is sometimes a bit too hard for a teacher to teach a class even if he/she is very enthusiastic when teaching the lesson. As there are many kinds of students and each of them have their own character and learning rhythms and styles it is not easy to keep everyone's attention. Some students might assimilate the information at once; others cannot do that, though. The learning style that fits one student doesn't fit another one. Also, only a few students are more willing to participate in class while most are passive participants. Above all, avoiding rote memorization, looking for new methods, a grain of patience and humor is an essential ability to teach a class.

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MODERN TECHNOLOGIES ARE AN EFFICIENT KEY OF LEARNING ENGLISH SUCCESSFULLY

Akromov A.U., *TUIT named after Muhammad Al–Khwarizmi Faculty of telecommunications technologies 4th year student*

Musayeva F.M., *TUIT named after Muhammad al–Khwarizmi Foreign languages department, senior teacher*

Abstract. *The article deals with the various, innovative methods of learning and teaching English, especially prosperities of studying English language online, utilizing multifarious applications and their convenience are given with concrete examples.*

In modern society, learning new languages has become significant part in our life. Everyone learns new languages according to diverse reasons: to find a good job, to travel abroad, to study overseas etc. New area of information technologies gives a chance to studying English language incontestably. Innovative forms of education are characterized by a high communicative ability and the active involvement of students in learning purposes, activate the potential of knowledge and speaking and listening skills, effectively develop communicative competence. This contributes to the adaptation to modern social conditions, since society needs people who are quickly oriented in the modern world, independent and initiative, achieving success in their activities. There is a creative start in any innovation.

Technologies stimulate the interests of students and develop the desire to learn which is associated with the implementation of various kinds of projects. The use of the technology allows for all possible forms of various activities, such as group work, individual, pair work which prompts the independence and creativity of learners. The techniques of critical thinking technology at English lessons teach students how to organize their activities, the ability of thinking, competence and meaningful reading, the ability of collaboration, etc.

Today there are a number of technologies and methods that are being created every day to study the English language. As an efficient one is the Internet. It is evident that today the Internet has a great impact on human's life and almost every student has its own device which can access to the internet. By using such kind of devices a learner is able to spend time on studying English language.

There are several beneficial sides of learning English language online. Firstly, the most advantages side of online English training is convenience. Time limit is not a problem anymore owing to there is not necessity to hurry up to classes, spending time on road and missing the lesson, because of work or something else. By studying English online one can study English in suitable time and place. Second benefit of online English language training is an individual approach. People are diverse and one can have interest in reading English books while someone wants to speak like a native speaker. Learning English from Internet gives this opportunity to students where everyone can study it with wide range of web sites, online applications which is appropriate for each individual. The result will be better if learners enjoy what they are studying. Another merit of studying English from Internet is to give comfort for beginners. They might feel discomfort

and shy when they do not understand something and when asking questions related to grammar or vocabulary, they might prefer not to attract other's attention. Studying English from the Internet will solve this issue and if one does not understand something they could revise the theme or watch movie again in order to completely comprehend the given information. In addition, online English has an enormous base of studying. Learning English online is a colossal base of data including texts, English stories and dialogs, English movies and etc. Furthermore, studying English online students are able to discuss topics and make debates in English which improves their speaking skills. "The ability to participate in a 'safe' environment is also one of the hallmarks of online learning," said Mr. Chapman [1]. "Not all students have the confidence (or language skills) to freely express themselves in a traditional course setting." In synchronous courses, professors create queries and discuss course material in victimization period chats and web–conferencing tools. Students registered in asynchronous categories tend to speak with peers and instructors victimization discussion boards, Web forums, and social media tools.

There are several methods of learning English from the Internet. One of them is learning from audio books and movies. These methods have been used for learning English for a long time. They allow learning grammatical structures, new words in context, as well as features of pronunciation, intonation, logical stress, etc. At the beginning of classes it is better to use audio books with a script and films with subtitles; one can gradually abandon the visual support, as well as take more complex material. Secondly, students can talk with foreigners, teachers whose English is native using online applications such as Skype. Videos make real lessons with teachers from all over the world. With the help of Skype, English can be learned successfully to gain knowledge really firsthand. System resources are used not only for individual, but also for group lessons. With a high–speed Internet connection, online classes are not inferior to traditional ones in terms of quality, but they significantly save student and teacher's time. In parallel with the broadcast of the video, learners can chat; share a screen shot, which makes the lessons more visual.

Another way of studying English online is using mobile applications. It is evident that every day there are new applications for mobile devices, including learning English. Constantly having an interactive tutorial or an entertaining learning game at hand is really beneficial: at any free moment students can launch the application and again learn new vocabulary, listen to the recordings, read the rules or texts. Compact mobile devices allow modern people to study at home and in the office, in transport and during a walk. Besides that students can also take lessons which are directed to teach specified field of English (for example, grammar). Even as they would in an exceedingly schoolroom, several online professors use lectures to transmit info, promote comprehension, and spark students' interests. Teaching English on the whole enables instructors to record lectures, deliver them live, or both. However, it should be taken into account that lectures place students in an exceedingly passive role, which might negatively

impact on students' engagement comparing with the online learning setting. Moreover, it is possible to study English via playing online games that is related to improve English skills. It is hard to attract young pupils to study any subject, especially foreign languages. It is a good chance that one can improve his/her English by playing entertaining games. Online games let students gain sensible expertise in associate degree accessible digital setting. It will conjointly increase students' participation as learners could notice them a lot of participating and fewer nerve–racking than simulations. Online instructors will use leaderboards and alternative motivating tools to introduce friendly competition and, in turn, inspire students to master their learning skills and ideas. The direct technique of teaching English is additionally referred to as the natural technique. It's accustomed to teach not only English but various languages. Its main focus is oral ability and it's instructed via repetitive drilling. Descriptive linguistics is instructed victimization associate inductive manner and students must attempt to guess the foundations through the teacher's speech. [2]

In conclusion, there are a great number of techniques of learning English and each student chooses the way according to their interests and personality. Modern technologies give a chance to make learning process much easier and more convenient. It should be stated that in order to achieve success individuals have to start create innovative projects, implement and develop all possibilities in that sphere.

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LEARNER CORPORA IN FOREIGN LANGUAGE LEARNING AND TEACHING

Barnoyeva N.Y., *TUIT named after Muhammad al–Khwarizmi Foreign languages department, teacher*

Abstract. *The article gives an overview "Learner corpora" in Foreign Language Teaching (FLT) and the basic characteristics of this method that determine its reliability. Learner corpora focuses on the applied study of language, its functioning in natural environment and texts, that is important in language teaching. It is proposed that there are four core components in learner corpus research, namely, corpus linguistics expertise, a good background in linguistic*

theory, and a good understanding of foreign language teaching issues. Based on the above components, the present article first introduces learner corpora, then reviews literature concerning the application of corpus linguistics to FLT by means of contrastive interlanguage analysis, and at last discusses the relationship between learner corpora and foreign language teaching.

The rapid development of innovative computer technology contributes to their increasingly active use in research, including in the field of linguistics. One of the most promising areas was corpus linguistics, which opened up new opportunities for linguistic analysis. The formation of various types of linguistic corpus introduces new adjustments not only in the field of linguistic research, but also in the field of research on the methodology of teaching foreign languages. In addition to using in learning the corpus of texts, sponsored by are native speakers, effected also the use of learner corpora ,which allow to solve a number of important tasks in the process of learning a foreign language. The Learner corpus is an electronic encoding of texts, the learner. Learner corpora, or the method of linguistic research, based on corpus of texts, is focused on applied language learning, its functioning in real–life environments and texts, which is important for language teaching. For example, lexicographic analysis on the basis of shells clearly helps to reveal the contextual use of certain words, especially synonymous (for example, beautiful/ugly, big / huge), their frequency compatibility with other words, regularity in various styles, and clearly define their semantics.

Learner corpora are most common in Asia and Europe. The most famous is the ICLE (International Corpus of Learner English) International English Corpus, an essay by students of advanced language level .This corpus is mainly used for discursive analysis and statistical analysis of students' vocabulary, comparative studies. This corpus is an illustrative example of the effectiveness of developments in the field of corpus and applied linguistics.

To the present stage of development of hull technology practice of learner corpora made its own adjustments by defining the basic parameters of their construction and organization. The widespread view that forming a corpus of texts implies a collection of texts from various sources is erroneous. Learner corpora are formed according to certain principles or criteria. First, it is necessary to determine the linguistic orientation (general linguistic or special the type of material collected (oral or written), and also an accessory of texts corpus to native speakers or trainees. The latter just applies to us learner corpora. Applicable to the study In this case, two types of corpora are most commonly used: written and oral texts within which division is carried out by genre (monologue, dialogue, writing, essay, etc.). The main purpose of the organization of learner corpora is to analyze them in order to identify ways and efficiency of learning Language Acquisition. As a rule, the learner corpora reflects the results of typical educational activities, putting the same writing assignments performed by students from equivalent groups. Sometimes the corpus is divided into sections by language levels of students (pre–elementary, elementary, pre–intermediate, intermediate, advanced ESL learner or High, Medium, and Beginner levels) at the choice of the originator.

Learner corpus allows you to analyze products of students' learning activities, revealing their performance, the most typical lexical, stylistic and grammatical errors, gaps in knowledge that should be directed special attention to teachers in further work with trainees.

The value of the learner corpus is that students' work is not initially corrected, which allows the most objectively evaluate the results of educational activities. Learner corpora are used for linguistic analysis in order to identify lexical grammatical or syntactical errors in the development of a foreign language. Some academic corpora are more focused on identifying grammatical errors, while others are more intended to identify and analyze lexical or stylistic errors. However, both those and other. They want to establish the frequency of certain types language errors, characteristic contexts that allows you to make adjustments to the development plans and methodological techniques for further learning a foreign language.

The choice of the method of classification of errors, methods of their coding in the package for the subsequent automatic or manual markup (error tagging), as well as methods for quantitative automated counting errors by type is fundamentally important when corpus a training enclosures. Because this determines the potential for a comprehensive linguistic analysis.

Grammatical errors include cases non–observance of grammatical, namely, morphological and syntactic norms of the language. To them include errors in gender, number and case (including violation of their coordination), wrong use of verb–tense forms, lack of agreement between them, use wrong syntax.

Stylistic errors should be attributed violation of the requirements of the functional style, for example, the use of colloquial language in technical or scientific descriptions inappropriate use of colloquial expressions in scientific texts, excessive use of emotional stained words in cases where neutral vocabulary is usually adopted

Learner corpus is a representative base for linguistic analysis, due to the fact that it reflects real picture of the process of learning foreign language, as it contains the most complete and objective data on various aspects of the language being studied:

– linguistic analysis of educational products based on Learner Corpus based analysis allows you to judge the effectiveness of using my foreign language teaching methods like at a certain stage and in the dynamics, analyzing the work of the trainees before and after the process of learning corrections;

– computer support of Learner corpora contributes to the optimization of the process of learning a foreign language, allowing to solve those tasks, the implementation of which is almost impossible without the use of corps managers (case–based analysis tools);

– use of Learner corpora in the methodology of teaching foreign languages opens up new development prospects linguistics, causing the need to develop appropriate methods of teaching a foreign language, aimed to achieve greater efficiency of the learning process.

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ROLE OF TECHNOLOGY IN CREATING THE IMPORTANCE OF ENGLISH LANGUAGE

Rustamov U.A., Ganieva N.Sh., *students of TUIT named after Muhammad al–Khwarizmi*

Abstract. *In the dizitalized world, one can make use of emerging trends of science and technology to enhance the perspectives of learning English. Language gives a platform where one can share and express one's thoughts and ideas. One such important role is played by English language. A steady increase in the number of English language learners has led to an increase of various teaching methods or rather tools to increase the efficiency of English as a language. With the advent of technological advancement, a new direction has been given to the English language learning. The aim of this paper is to study the aids/ methods that help in learning English Language and the advantages and disadvantages in learning through such aids. The paper also tries to seek a solution for the problems*

The primary source of communication lies in the medium of our expression and our expression lies in the usage of language. The knowledge of the common language enables one to cut across the barriers of communication. Language gives a platform where one can share and express one's thoughts and ideas. One such important role is played by English language. It enjoys a role as a second language in India and in some countries it is treated as the first language. The English language has a very prestigious role in India and its status is quite high as compared to other regional languages. Mostly schools or colleges have included English language as a medium of instruction in their curriculum. Even when one travels from one part of nation to the other, communication is made easy through the use of English language.

A steady increase in the number of English language learners has led to an increase of various teaching methods or rather tools to increase the efficiency of English as a language. With the advent of technological advancement, a new direction has been given to the English language learning. Our lives are put at ease with the rise in technology. The emerging trends in science and technology have not only made learning easier but also interesting. The revolution of Information Technology has created a pool of learning and information for the students. Now the students can climb the ladder of improvement by just using the tools of technology that are just a click away from them. English as a language has its foot not only in public sectors but also commercial sectors. Learning has become boundless as the education system has gone into a complete transformation because of technology.

With the use of emerging trends in technology, the traditional and monotonous methods have been uplifted to the modern methods, such as one can learn English as a language virtually. David Graddol has even quoted about English that "it is the language at the leading edge of scientific and technological deve lopment, new thinking in economies and management, new literatures and entertainment genre….." (David Graddol, The future of English) This has also given a green signal to various methods that can be used for learning English language in a scientific and digitalized world.

AIDS USED FOR TEACHING ENGLISH AS A LANGUAGE ELT

It is a combination of text, graphics, animation, etc. It has become a very essential tool in learning English language as it features audio, visual and animation. Through this tool learning becomes easy and a creative exercise as well. This tool is a breakthrough in learning specially in the field of education.

E–LEARNING

Anyone would feel great if learning is a single click away. The advancement of technology has covered all the miles by making available the courses, forms, admissions online. Due to the rise in emerging trends of science and technology, one can fill forms; apply online, etc without going through the paper work and standing in the queues. Now various central universities have started giving online lectures, tutorials, special audio or video classes for the weaker students and materials to the students who are sitting far away. Technology has made distance learning easier and even affordable. Globalisation with the touch of technology has made learning from any foreign country easy.

TELEGRAMS/ WHATSAPP/ E–MAILS

A single piece of information can be circulated through the medium of technology such as Telegrams, Whatsapp, or E–mails. Many schools and universities create groups on such mediums and it becomes a small platform of large discussion, sharing things via teachers to students and vice–versa. This can even improve students writing skills in English and can act as a mode of clarifying the doubts and shoot out the troubles.

E–BOOKS

Nobody wants a heavy luggage when it comes to travelling. Even one is not burdened to carry a stack of books for the classes. This has been made possible with the coming of I–Pads and Tablets. Such emerging trends have given an impetus to e–readers. Books can be stored online and there is no need to carry the hard bound heavy books. A single tablet can become a mini library where n number of books can be stored and read. E–books can even be regarded as a breakthrough in the context of learning English as a language. One can read novels or books and can improve his/her vocabulary.

BLOGS

Rather than writing on papers and storing them, one can enjoy writing online through the form of Blogs. Blogs can be regarded as an e–journal of the students. It even gives a medium of expression and one can even share and discuss things. World seems to be small when the readers and writers share one single platform. Because of the technology language learners could use a personal blog, linked to a course, as an electronic portfolio, and can match their development over time. Through the world of blogging, a simple human is made to assume multifarious roles such as the person could be writer, or at the same time could be reviewer for someone else's post.

SKYPE/ TELEPHONES/ MOBILE PHONES/ PODCASTS

One can not deny the fact that technology has definitely made the world a smaller place to live. The proficiency of the English language can be improved by sitting at your home or sitting at your desk when your teacher or your tutor can teach one on Skype, Mobile Phone, etc

One popular form of learning English is through Podcasts. It enables the learners to listen anytime, anywhere that can help in enhancing one's listening and speaking skills effectively and efficiently.

Gamification and the world of apps

Games have their own way of keeping us busy and what if the games start teaching you as well? With the emerging trends in Science and technology, a new gate has opened for the language learners to learn language while playing. It keeps one entertained and at the time one even learns. Different scrabbled games are given and one connects words that indirectly help in improving or learning language. In the world of Apps, different apps help in improving English. One can learn even from the basic by using such apps. One's phone or tablet becomes an ocean of learning.

Advantages of technology in learning/ teaching English language

Through the advancement of technology, a rise can be seen in the digital literacy. The social network has become a learning network as well. New technologies infused in the education system have changed the system entirely. Students are now not only at the receiving end but they are not also the passive listeners. They have started communicating and this has improved their various skills in English language. New emerging trends in science and technology have replaced the stereotyped obsolete methods of imparting education. Learning

English is no more a task of boredom. The impetus given to various education related games has made the learning easy, creative and fast. Different multimedia used for teaching such as audio or video modules have cultivated the interest of the students. It has even enriched the modes of teaching, making teaching a whole new activity everyday. The class has become lively because of the new emerging trends in multimedia.

The rise of technology has also promoted the students capacity of communication. With the changing dynamics of student–teacher relationship, a new arena has been formed where the students can express and learn language in a better way. Technology has made English language a more flexible form of learning as learning will be continued even after the classes.

Disadvantages of technology in learning/ teaching English language

The rise of emerging trends in science and technology has made an atmosphere of virtual learning. The student–teacher relationship is taken for granted from both the sides. Students as well as teachers are being dominated by the multimedia technologies. They are just the slaves as they are being operated by the technology. It has been long forgotten that such emerging trends in Science and Technology are only the assistances to effective teaching. They can never replace the teacher or the tutor.

The continous usage of multimedia had lead to a downfall in the reading habits of the people that are hampering their reading ability. They are only relying upon the sound and images for learning that is affecting their reading habits. Technology can also be made responsible for blurring the abstract and imaginative thinking of the students. To learn English language one needs to have abstract and imaginative thinking. Ready-made modules can be charted out for affecting students mental ability.

The overall self-confidence of the students is being affected because of the virtual mode of learning English. There is no doubt that some are able to grasp up from such online modes but they do lack in self-confidence, which acts as a hindrance in their communication skills. There are various accents of English, there is British accent, there is American accent, etc. Because of so many apps, a person is made confused that which accent one should follow. This even sometimes results in following some other accent which may not be taught of forms a part of the curriculum.

A mix of multimedia and traditianol conventions should be followed while teaching English as a language. Technology or multimedia can never replace the role of a teacher. Various interpretations of the teachers should not be overlooked as English is not science where 2+2 can make four. English welcomes ideas, thoughts and various interpretations where 2+2 can even make five or three. The subjectivity of ideas should not be replaced with the objectivity of technology or multimedia.

A blackboard can never be substituted for a technology or any form a multimedia. A blend of both the forms should be followed while learning English

as a language. Technology should help in improving or rather cultivating the interest of the students.

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ROLE OF TECHNOLOGY IN SUPPORTING ENGLISH LANGUAGE LEARNERS

Rustamov U.A., *student of TUIT named after Muhammad al–Khwarizmi*

Abstract. *This qualitative research study examined the role that technology plays in supporting Kindergarten to Grade 8 English Language Learners (ELLs) in the classroom. The purpose of this study was to identify different teachers' methods and strategies used in the classroom to support ELLs, as well as to identify some technological tools, such as computers, tablets, and Smart Boards that can be used to assist classroom teachers and English as Second Language (ESL) teachers and their students during the language learning process.*

The data collected from an in–depth literature review and two interviews with experienced teachers from different grade levels were analyzed. Five themes emerged from the findings and included:

1) A variety of teaching strategies support ELLs during the learning process, including the use of technology such as computers, tablets, and Smart Boards;

2) Some benefits in using technology with ELLs include a positive increase in their independence and language skills;

3) Students and teachers face some challenges when using technology in the classroom, including technical difficulties, student engagement and off–task behaviour, lack of teacher familiarity with the technology, and new technologies not being children/user friendly;

4) Students, parents, and teachers have a positive perception about the use of technology in the classroom. The discussion explored some strategies teachers can use while teaching ELLs, the pros and cons of using technology in the classroom, as well as the way technology is perceived in the classroom by students, parents, and teachers. This paper is intended for teachers who are interested in using technology with their ELLs.

Tablets and Smart Boards

Mobile touch–screen technologies have introduced a new generation of educational tools in which students can have access to a wealth of resources allowing students to learn anywhere and anytime (Goodwin, 2012). There is an emerging evidence to suggest that apps have a significant potential to support the learning process (Shuler, 2012). An app is short form for "mobile application", which is "application software designed to run on Smartphones, tablet computers and other mobile devices" (Wikimedia, 2014). The Sydney Region, in Australia (NSW Curriculum and Learning Innovation Centre, 2012) conducted a research study in order to provide schools with information regarding the use of iPads and apps in the classroom, to identify critical use of table technologies on teaching and learning, and to identify appropriate opportunities for professional learning for teachers. In this research study, 75 iPads were bought and distributed to three primary schools involving five teachers and over 90 students during the second semester of 2011.

This research provided important insights into the use of iPads and apps in primary classrooms and their impact on teaching and learning. Although the iPad placed additional demands on teachers' prep time since teachers needed to spend a lot of time evaluating educational apps and their relevance to the curriculum, as well as installing these on individual student devices, researchers noted some alignment between the curriculum documents and apps available in the iTunes App Store. In fact, 43% of the apps were classified as instructive. At the same time, the games–based apps were useful when memorization was needed such as spelling and multiplication facts. Teachers believed that the best use of the iPads was achieved when students used content–creation productivity apps as this developed higher order thinking skills and provided creative ways to express their understanding. Another advantage teachers noticed during the research was increased collaboration among students (Goodwin, 2012). Tablets need to be considered as educational tools that can potentially support learning by affording new opportunities for student–centered pedagogy and authentic learning experiences.

Smart Boards are whiteboards displaying the image from the computer monitor with the surface operating as a giant touch screen. These devices can be mobile or wall mounted. They present some advantages in the classroom. They are interactive and great for demonstrations; they provide a means of learning for students of different learning styles, and they capture the attention of students and also encourage participation. In addition, it is not only engaging for the students but also for the teachers (Wikimedia, n.d.). Preston and Mowbray (2008) reported on their classroom–based research, which found that Smart Boards are important and useful tools that give teachers and students innovative ways to enhance teaching and learning and facilitate assessment in primary Science. However, they agreed with other researchers and teachers that Smart Boards are very expensive. They realized too that some of their kindergarten students were distracted as the students focus on it as soon as they enter the room. Moreover, they also reported that they have less access to it when it is mounted in a specific place at the school.

Won Hur Jung and Suh Suhyun (2012) asserted in their research Making learning active with interactive technology in ELL classrooms, that the introduction of the whiteboard (Smart Board), podcast and digital storytelling has a positive impact as the ELLs improved their vocabulary skills.

This study explores the question "What role can technology play in supporting ELLs in today's classrooms". It investigates the methods and strategies some teachers in elementary classrooms are using in order to support ELLs. Additionally, it explores how technology is integrated in these classrooms with ELLs, the pros and cons of using technology in the classroom, and the way teachers, parents, and students perceive the use of technology as a tool to enhance ELLs' language skills. Access to technology can open up many possibilities for early childhood learning, extending children's worlds, and helping them to expand and explore their thinking.

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THE USAGE OF INFORMATION TECHNOLOGIES IN TEACHING ENGLISH

Nigmatova Kh.A., *teacher,* *TUIT named after Muhammad al–Khwarizmi*
O`ktamov M.O., *student,t TUIT named after Muhammad al–Khwarizmi*

Abstract. *All educational fields of the country are actively working on procurement of ICT equipment nowadays. Initially, the teacher should have the skills to work with appropriate techniques in the learning process. We are experiencing a period of complete refinement and adaptation in education. Today, the teacher must have background knowledge and high spiritual ethical qualities. It is always vital for a teacher to create new methods. Actually, this is a requirement of the century.*

It is known that the learner receives 15% of knowledge by listening, 25% by vision, and 65% of the information received simultaneously with listening and visual actions at the same time. When we use any approach of teaching, we have to aim at educating students, bringing them up to the spiritual world, developing their skills, and opening new aspects of the reader. We can provide students with information and slides with the help of ICT tools. Slides can be downloaded from the Internet, but we can prepare them suitable for the topic. ICT can be used to test students, execute exercises, and arrange different games in English lessons. When using ICT tools in English language classes, of course, the student's interest in the lesson increases and at the same time they can develop the learning efficiency. In such situation the reader will watch, listen and communicate with the computer. It is paid special attention to approach innovatively in educational process and its organization with development of information and communication technologies.

The 21st century is the age of high technology, and modern young people are stepping not only on the spirit of this period but also in the development of the electronic world. Therefore, the younger generation demands a different approach to the teaching process. Teacher's role in the course is also changing.

The teacher is now acting as a guide. Teachers who want to follow time need to be ready for any part of the lesson through ICT. The introduction of information and communication technologies in education is becoming increasingly important, especially in teaching and learning English. New information technologies offer great opportunities to teach English, play an important role in improving quality of science and increasing effectiveness of teaching. As it is known, no single activity of this subject should pass without the teacher's presentation during the course.

ICT tools – the opportunity to save time and get more and more information on computers, tape recorders, books, video equipment, electronic boards. Today, young people do not spend much time searching for more information from the book, instead they save it online. As a result of the usage of the Internet and its great opportunities for teaching foreign languages, the prospects for the introduction of multimedia technologies in educational and pedagogical processes are increasing.

It is well known that the main means of communication is the use of the Internet as information, communication, training and entertainment. At the same time, great attention is paid to the training of the main means of communication (e–mail, chat) in search of information in the network. At the initial stage of the information exchange process is limited only to written text, gradually the graphic and audio documents are added to it. At the present time, the opportunities of ICT and Internet access are widely used in the national education process. For example, over the years, almost all school teachers have improved their knowledge in information technology, expanded their knowledge, and are currently working on Word, Excel, and PowerPoint.

All English language teachers and readers can access the Internet. The above information indicates that there is more access to the Internet in English lessons.

In English classes, ICT can be used to solve some didactic issues, particularly through Internet access.

There are a large number of tests for students: to check students' knowledge; various on–line tests in interactive mode; off–line tests, usage of electronic versions of tests; from the highest level students till the beginning of their education in the internet.

The advantage of such tests for the reader is the objective and immediate response. Students who have different levels of knowledge at the same time should be given different tests and explanations in a new topic: to enhance the quality of the lessons through photographs, clips, movie clips and video clips, for example, the students learn not only simple information about foreign countries but also virtual tour of these countries, and watch video clips, songs, clips about their customs. It also enhances the readiness of learners to build on this topic by making learners learner through the project, finding additional information on interdisciplinary subjects, preparing presentations, or chatting with foreign friends via e–mail.

By using ICT, the teacher should organize and prepare a plan based on the State Educational Standard. ICT will never become a teacher in the classroom, but

will be aided by it. The course will require ICT and other pedagogical technologies to reasonably apply. The purpose of ICT application in the lesson is to enrich the lesson, to give simple books, to give didactic exhibitions.

In conclusion, the usage of the Internet to educate students through the use of the Internet also provides teachers with the opportunity to work, so ICT introduction into the classroom process is an urgent issue. The modern lesson effectiveness is based on the educational programs, search for information on the Internet, as a result of increased interest in English language learning, understanding of linguaculture, intercultural communication, and the expansion of the educational environment. Our country is realizing fundamental reforms in the field of social development in all spheres of society to educate our young generation according to world standards, based on our national characteristics and the scale of modern technological processes.

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THE FUTURE OF USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE TELEVISION OF THE LANGUAGE

Nigmatova Kh.A., *teacher, TUIT named after Muhammad al–Khwarizmi*
O`ktamov M.O., *student,t TUIT named after Muhammad al–Khwarizmi*

Abstract. *It is well known that the future of the society is determined by the immense development of the education system, which is an indispensable part of it and a vital necessity. Thanks to the national independence, in the social sphere, the education and training sector Wide opportunities, material and spiritual conditions have been created to meet the educational standards. With the adoption of the Law on Education and the National Program for Training, the foundation for training modern cadres through continuous education has been created.*

The use of these available technologies and others can make our teaching more effective and interesting. This use of old textbooks and methods of learning are a bit out of this world, since students are all surrounded by this new technologies which are developing very fast. This does not mean that we have to trash all old methods and textbooks but it is important to incorporate technology to make lessons more enjoyable, creative and effective.

The concept of pedagogical technology is the interconnection between "pedagogy" and "technology". Foreign language teaching. it is expedient to use technology such as technology for business education, problematic teaching technology, and individualized teaching technology, which is one of the major components of pedagogical technology.

Today, ignoring what is happening, learning foreign languages is progressing day by day. In addition, the growing interest of the younger generation to the foreign language, its incredible learning and the use of life are becoming a popular demand for the present–day period. We consider it necessary to use new interactive methods, use modern techniques to further enrich the effectiveness of foreign language promotion and introduce new pedagogical technologies. It is a common need for a teacher to joggle over the pedagogical experience, with the scientific backbone, to have access to information and communication technologies. Indeed, we are emphasizing the role of computer technology in explaining the topic in a vast and in–depth manner, without being overwhelmed by the fact that the teacher can effectively organize the lesson, provide students with a rich, diverse, up–to–date information.

At the moment, young people are required to have the skills needed to plan their work, to find the information they need to solve the problem, to build a model or object of learning, and to have sufficient skills to use new technologies. One of the important issues is the use of new pedagogical technologies in foreign language teaching. In general, the promotion of foreign languages is also a very serious process.

In addition to teaching foreign languages, computer training is being developed, along with training sessions and internships. If you are a foreign language teacher. If you have several computers installed in an audience and connected to the Internet, the target will be reached faster. For example, instructors will be able to map the computer screen by telling the students to locate the capital, major cities, geographical locations of the country where the language is being taught. Students are encouraged to show on the map using their Google knowledge. The introduction of modern textbooks based on the education system of the Republic of Uzbekistan, the provision of e–learning, and the wide–ranging and accelerated introduction of pedagogical technologies in language teaching.

At the present time the pedagogical technology centers in the educational system have long been scientifically–practical. A student who gives "explosion effect" in education, student's independent and creative activity it is best to use the latest technological methods such as "class discussion", "lesson–look", "textbook", "brainstorming", "critical thinking", and "training". Improving the knowledge of the field of science, the improvement of the teaching activity, the integration of the knowledge on the basis of modern information technologies, the expansion of the field of science, the deepening of the sphere and the criteria for selecting its content.

The broad use of distance learning in the world as an important component of the open education system, as well as the use of modern information technology and the Internet in education is one of the factors of its high quality. Later on, teachers have been using multimedia programs for lectures and lecturing using laptops and projectors. The students are also presenting their own work and other tasks in the same way. they are progressing very slowly. In the process of working with new pedagogical technologies, teachers' tasks are also changing 293 is to

support and promote the development of these requirements as a creative search and personal development. Foreign language teaching. The task of the teacher is to create the conditions for each student to practice the language appropriately, to select the teaching methods that will help to demonstrate his / her abilities, creative approach, activeness, and activation of student learning in foreign language learning.

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THE EASIEST AND FASTEST METHOD OF LEARNING ANY LANGUAGE

Islomov I.I., *student, TUIT named after Muhammad al–Khwarizmi*
Alimukhamedova Kh.R., *TUIT named after Muhammad al–Khwarizmi*

Abstract. *The aim of this article is to illustrate to everyone that learning new language is actually fun, as long as you know how to do it right. This article might come in handy for those who tried to learn a language via reading the whole grammar book.*

What is the key to successful language learning? Is it determination and patience? Or maybe innate abilities? In my opinion, neither one nor the other. The key is to make learning English interesting with the right tools and habits. Yet, most people believe that they need to learn grammar so that they can speak a language. However, they find that learning grammar is a daunting task, because grammatical terminology is often complicated. There are oftentimes complex rules with countless exceptions. It is not surprising that learners then think that foreign languages are difficult, and even presume that some languages like Arabic, Chinese or Japanese are impossible to learn. Afterwards, they give up learning languages.

There are plenty of methods of learning any language. In retrospect, we used to learn languages by learning the entire book on grammar, then, taking courses became popular and still its popularity is growing. I tried both methods, and each time I had to quit learning, because it became boring for me to learn. Finally, I found a new strategy of learning a language. This method differs from other for its being super easy, fast, very fun and then it is absolutely free! In addition, you can use this method while you are riding a bus, driving a car, cooking a meal, standing in line, in other words, when your attention is not occupied by something else.

Interesting, huh? I am talking about learning by listening. I call it passive listening. You just need to play some English (or any other language that you want to learn) while you're cleaning, walking, exercising, etc. I am sharing this method with you, because I know that it works. In fact, I have learned English in 4-5 month, with little effort in the beginning. Further, I will share some tips to practice listening effectively with my own experience.

Tip #1. Watch cartoons

Let's say you are new to English language, as I was a year ago (I will take English language as an example, but this strategy works for any language). I would recommend you to start watching cartoons in English. This might sound ridiculous, but you should not underestimate the power of cartoons. Here is a little tip for you, if you have a child, then watch together, this way you will kill two birds with one stone.

Just take a moment to understand, that 3-5 year old children learn to speak without reading grammar or books, they learn it just by watching TV and listening to their parents.

While you watch it, you will come across with new words, in this case, go ahead and use your translator.

Tip #2. Listen to YouTube

Go visit YouTube. Just run a search on YouTube depending on your interests and you're sure to find plenty of English videos to keep you entertained for hours as you learn a language, isn't that amazing? Watch the video using closed captions. This way you will hear how an exact word should be pronounced. Choose a particular scene or a short part of the video and repeat it line by line. Try to match tone, speed and accent

Tip #3. Watch movies

If your level is Elementary and higher, feel free to take up this exciting learning format. At first it will be hard for you to catch what the movie characters say, this is why I recommend to use subtitles. If you watch at least half an hour every day, then in 2-3 months you will begin to understand the phrases of the characters without subtitles. So learning English through TV shows and movies helps to get used to different accents and intonations. If you are experiencing difficulties with the perception of English speech by ear, we recommend watching movies that you already know. Thus, you will understand the plot and will not be forced to constantly stop and check the dictionary.

Tip #4. Listen to Songs

There are many different methods of learning a language using songs. The best part is that it's difficult not to have a good time while doing it. Seriously, I dare you not to have fun while learning English by listening to music.

Try to read out the lyrics, to sing along. Trust me, once you figure out what the singer is saying, it will get embedded in your mind. Music is an easy habit which evokes feelings in us, and we want to listen to them again and again. Many of the words and sound patterns within a song are repetitive so it has an ability of

getting stuck in our heads. In fact, after a short period of time you will find it almost impossible to forget them.

Choose a song that you really like. It makes no sense to learn English from songs if you really do not enjoy this music. This is the shortest path to boredom.

Sing along with yourself. Don't worry if you don't have a musical talent. Regardless of singing skill, you should try singing out loud, and at the top of your voice! This will help your speech apparatus to learn the correct articulation and move rhythmically.

Tip #5. Listen to Audiobooks

Last but not least, listen to audiobooks. An audiobook is basically a recording of someone reading a book. Imagine your favorite author reading you his book and teaching you English at the same time! Isn't that incredible?

Audiobooks can be a great source of vocabulary since they use a wider range of words than common speech. You will constantly meet the most frequently used words and gradually memorize them, meeting and recognizing them over and over again in the text. Audiobooks are often read by the author itself or professional English and American broadcasters. People who read them often speak in a clear and articulated way. Audiobooks are highly entertaining, so it's easy to listen for many hours.

To conclude, I love this way of learning a language as it provides a wide sampling of topics you may not normally be exposed to. Learning via watching and listening is a fantastic way to develop an ear for the language while being entertained, because you will choose what topic to listen to. Furthermore you can widen your horizons by listening to audiobooks, learn the culture of any country by listening to music, get to know how native speakers talk by watching movies and YouTube, not to mention that you will learn the language itself.

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THE EFFECTS OF SOCIAL MEDIA ON SOCIAL PRESENCE IN TEACHING A FOREIGN LANGUAGE

Rustamov U.A., G'aniyeva N.Sh., *students of TUIT named after Muhammad al–Khwarizmi*

Abstract. *This study was carried out in order to reveal the effects of using social media on social presence in foreign language teaching. Facebook was used as a social media tool as part of the English lessons and 8th grade students who attended a private school in Istanbul participated in the study. The students in the experimental group used social media for their foreign language classes and the control group continued their technology supported foreign language education.*

Technology supported foreign language education was considered to be the education that involved learning management systems and technological tools that support face–to–face education. Mixed research design was used. For the quantitative part, data were collected with the social presence scale and for the qualitative part face–to–face interview with semi–structured interview technique took place. The quantitative data were analyzed by using Kolmogorov–Smirnov test, independent samples t–test and ANCOVA. For the qualitative part content analysis was used where knowledge building model was also considered. Based on the findings, it was concluded that students in the experimental group who had their classes with Facebook had higher social presence in their foreign language lessons.

Because of the economic and political changes, the necessity of knowing at least one foreign language and the teaching of foreign languages are gaining more and more importance day by day. In this context, the necessity of exploring different aspects of technological tools, which are constantly changing and developing, for language teaching is also of great importance. Today's learning environment requires teachers to find ways that would involve technology so that teachers would have better communication ways with their students in technology supported foreign language education. According to Siemens' connectivism theory (2005a, 2005b), learners achieve information, make it meaningful and internalize it. As Siemens proposes, in today's digital world learning occurs beyond storing and recalling information but it actually happens among individuals connected to each other which also happens through social networking.

Teachers make use of technology in order to enrich their students' access to different resources, find ways to communicate better and have information about social issues (Blattner &Fiori, 2009). At this point, it is significant to consider social presence. The term social presence has been first defined by Short, Williams, and Christie (1976) and throughout history there has been no one description that researchers agreed on. In general, social presence can be defined as the degree to which an individual feels themselves to be real while communicating through media tools. Another possible definition of social presence is an individual's emotion, interaction, communication and identity in an online environment. It is also the evaluation of a student's degree of sense of belonging to a group (Tu & McIssac, 2002). Social media in education can be considered to be a tool that would help to reach the aims of the lessons while supporting students' social presence. The new use of technology and social media in this respect presents teachers an opportunity to form learning communities. Facebook can be considered to be a place where learning communities can be formed. It unites teachers and students in the same environment and supports collaboration in learning (Linder, Post, & Calabrese, 2012). It can be said that when tools are used in a way to help and complete each other efficiently, the advantages of social media are paramount (Cross, 2006). While encouraging authentic and collaborative learning environments, Web 2.0 tools also provide students with the opportunity of checking their own learning and through this these tools support language learning

skills (Motteram &Sharma, 2009). These tools also form environments that support socializing, cooperation, creativity and sharing which are considered to be crucial for learning environments. Furthermore, since the internet and social media is becoming an essential part of individuals' lives and taking more and more place there day by day, whether the use of social media in foreign language education has any impact on students' social presence should be considered with value for educational purposes.

Since properties of learning environment may affect social presence (Ozonur, Yanpar–Yelken & Sancar–Tokmak, 2018) and social network sites hold the features like socialization and interaction within themselves, using social sites like Facebook can help to increase the interaction among students. In addition to this, by increasing the quality of participating in the teaching process teachers can generate more effective learning environments.

With the improvements in the internet, computer technology and social media tools, it has become easier to have an access to the studies carried out for the purpose of teaching a foreign language. There are various studies in the field of web 2.0 technologies as well as learning in K–12 environments. In a study conducted by National School Boards Association (2007), it was found out that the online sharings of students in social media covers both education and learning. That is to say, although they were designed for other purposes, social sites started to include some other areas especially in young people's lives including education. Karlin (2007) mentioned that 60 % of the students who used social network sites talked about education online and more than 50 % talked about either homework or some other works at school. Consequently, while teachers play an important role in their students' learning, they cannot make them learn by a magical touch but they can create learning environments which enable language acquisition (Corder,1981).

The Importance and Purpose of Research

It is now widely accepted in the literature that social media sites can be used in education because of their interactive nature which allows communication as well as cooperation. Social sites provide students with countless opportunities to improve themselves in terms of their own learning as well as the others'. This requires active and dynamic involvement of the students. Blake (2008) determined that web 2.0 tools contributed to the evolution of information by synthesizing the material and turning students into active owners or writers of authentic materials. According to research conducted on social media sites' use by university students, social sites increase communication while increasing participation and social communication and make learning process happen (Akgündüz, 2013). It is also argued that using social media in educational environments can help build more effective communication among students while providing teachers with an opportunity to know their students better (Grant, 2008). Therefore, it would be possible to say that this study might shed light on the use of social media for educational purposes investigating its use with younger, teenager, students focusing on social presence and foreign language lessons. In the light of all the

developments cited above, the aim of this study is to find out whether using social media in foreign language lessons, in this study English, increases students' social presence and what students think about the effects of using social media in foreign language lessons.

The hypothesis that has been formed in line with the aims of the study is:

In foreign language lessons where social media is used, the social presence levels of students are higher compared to the ones whose foreign language lessons do not use social media.

As for the qualitative part the question is:

What are the opinions of students about the effects of the use of social media in foreign language lessons?

The study aimed to find whether using social media in foreign language lessons, in this study English, increases students' social presence as well as finding the opinions of students about the effects of the use of social media on their social presence in foreign language lessons.

Study Group

The study group was comprised of a total of 80 8th grade students who attended a private school in Istanbul. Both the experimental group and the control group consisted of 40 primary school 8th grade students and followed the same curriculum. Experimental group classes had 21 boys and 19 girls and the control group had 23 boys and 17 girls. The quantitative part of the study was conducted according to the principles of quasi–experimental design since the classes were already formed. The teacher of the experimental group had 24 years of teaching experience and was working in the school the study was conducted for 12 years. The teacher of the control group had 21 years of teaching experience and was working in the school the study was conducted for 9 years.

Data collection tools

This study used explanatory mixed pattern in which quantitative data were collected and then qualitative data were gathered. For the quantitative part of the study, 5–point Likert social presence scale was used. There were three dimensions in the social presence scale itself. One of the sub–dimensions of the social presence scale was also called social presence which included the first nine items of the social presence scale itself which was used in this study. (Arbaugh, Cleveland–Innes; Diaz, Garrison, Ice, Richardson & Swan, 2008) Although the scale was translated into Turkish and its validity and reliability was worked on, considering the ages of the students, the scale was translated into Turkish again and its validity and reliability was thoroughly evaluated by different professionals both in English and in Turkish. A pilot study was also carried out with 49 students from 8th grades in a different school. Cronbach's Alpha was found to be 0.96 and KR–20 was found to be 0.86. For the qualitative part of the study, semi–structured interview was used. After the questions had been prepared by the researcher, they were examined by four different professionals in the field and a pilot interview was held with 3 students. The actual interview was conducted with 7 boys and 9 girls who volunteered to take part in the interview. The interviews were recorded and later

transcribed. Content analysis was used. In examining students' interaction with each other in the discussions in Facebook, knowledge building model has also been used. Knowledge building model focuses on people's working in collaboration in order to increase the quality of their social togetherness and make it a better community (Zhang, Scardamalia, Reeve & Messina, 2009). Knowledge–building is only possible when all students actively participate in the discussions. In order to create the necessary conditions for knowledge building, it is essential to engage students with knowledge problems and make the classrooms places where students are encouraged to shape knowledge (Herrenkhol & Guerra, 1998; Cazden 1986).

Implementation

Before the implementation started the students had been given the social presence scale and asked to fill in. The same process was applied at the end of the implementation. The implementation process was carried on for 6 weeks. In addition to their technology supported foreign language education the students in the experimental group used social media for their foreign language lessons, English, while the control group on another campus of the same school continued their usual technology supported foreign language education. First, the students were informed about the study and asked to join the Facebook page created by the researcher. The students were then asked to actively share their ideas in the discussions which were prepared according to the topics of their English lessons stated in the curriculum. During the course of the experiment, the students were motivated and encouraged by their teacher. The discussion questions were given at the end of every week on Fridays and the questions were aligned with their weekly syllabus. Some of the questions were "In what ways can people benefit from a good education? How important is a university degree in order to succeed in life? Do you plan to go to university? Why/Why not? The researcher regularly observed the lessons and met the students in person.

Data analysis

For the quantitative part of the study, in order to find out whether parametric or non–parametric analysis techniques to be used in the study, Kolmogorov–Smirnow normality analysis is applied. Independent samples t– test was used to find out the difference between the experimental and control groups in terms of their social presence. Since the experimental group was selected not in random but from an already formed 8th grade classes, the effects that could affect pre–test results were taken in control in both experimental and control groups. For this reason, ANCOVA was applied in order to find out whether there was a significant difference in the groups' post–tests and whether this result stemmed from the intervention itself. In the qualitative part of this study, content analysis which is a process that summarizes and determines the main ideas and messages in written documents gained (Cohen, Manion & Morrison, 2007) was used. As part of the first section of the content analysis, in order to code the data, they were divided into different meaningful sections and these sections were given different names. The students' real names were not used and given codes. K for girls, and E for boys was used, which are the first letters of sexes in Turkish. Then the data were

coded in a general framework. The students' own expressions were also given place. In order to ensure reliability and to eliminate any wrongdoings resulting from the researcher, the data gained from the interview were first coded and after waiting for a week recoded and checked whether there were any differences. For the reasons of ensuring reliability, the data coded for the same category for both the same and different students were also compared by the researchers. In the second section themes were found out. There were three themes that would explain the codes in general. In order not to miss out any points regarding the coding and finding themes, the support of another researcher who was working in the field was referred to. The researcher and the other researcher worked together and checked and united the data again while re–checking the codes and themes. In examining students' interaction with each other in the discussions in Facebook, knowledge building model has also been used. With this, students' interactions with and among each other was also looked into. In the last section, both codes and themes were put into tables.

FINDINGS

Table 1. Results of Kolmogorov – Smirnov Test of the experimental group

Values		**Social Presence Scale**	
		Pre test	**Post test**
N		40	40
Normal	$\bar{x}$	34,17	38,67
Par.	ss	3,98	4,45
z		,584	,784
p		,885	,570

In order to find out whether experimental group social presence scale pre– and post– test values were normally distributed one sample Kolmogorov Smirnov test was used. As can be seen on the table above, the results for social presence pre–test (*z=,584;p >,05)*; social presence post–test (*z=,784; p > ,05)* show that there is no significant difference in the distribution of values in terms of normality.

Table 2. Results of Kolmogorov–Smirnov Test of the control group

Values		**Social Presence Scale**	
		Pre test	**Post test**
N		40	40
Normal	$\bar{x}$	33,15	32,83
Par.	ss	4,85	5,14
z		,831	,704
p		,495	,704

In order to find out whether control group social presence scale pre– and post– test values were normally distributed one sample Kolmogorov Smirnov test was used. As can be seen on the table above, the results for social presence pre–test (*z=,831; p>,05*; social presence post– test (*z=,704; p >,05)* show that there is no significant difference in the distribution of values in terms of normality.

Table 3. Results of the comparison of pre–tests of experimental and control groups

Point	**Groups**	*N*	$\bar{x}$	*ss*	$Sh_{\bar{x}}$	*t* **Test**		
						t	*Sd*	*p*

Social Presence Pre test	Experimental	40	34,17	3,98	,62	1,03	75	,518
	Control	40	33,15	4,85	,76			

As can be seen in the table above, as a result of the independent groups t–test applied to find out whether there was a significant difference between experimental and control groups' social presence scale pre–test points, it was found out that the difference between the groups' arithmetic mean for social presence was not significant with (*t=1,03; p <,05*)

Table 4. Comparison of experimental group's pre and post–tests

Points	**Groups**	*N*	$\bar{x}$	*ss*	$Sh_{\bar{x}}$	*t* **Test**		
						t	*Sd*	*p*
Social Presence Pre– test Post– test	Pre test	40	34,17	3,98	,62	–5,29	39	,000
	Post test	40	38,67	4,45	,76			

As can be seen in the table, in order to find out whether there was a significant difference between experimental group's pre–test and post–test results paired samples t–test was applied. The results for arithmetic mean for social presence were found to be significant with (*t=–5,29; p < ,05*) This difference was for post–tests which meant after the treatment the experimental group's social presence level increased significantly.

Table 5. Comparison of control group's pre and post–test points

Points	**Groups**	*N*	$\bar{x}$	*ss*	$Sh_{\bar{x}}$	*t* **Test**		
						t		*p*
Social Presence Pre test– Post test	Pre test	40	33,15	4,86	,77	1,41	39	,166
	Post test	40	32,82	5,15	,81			

As can be seen in the table, in order to find out whether there was a significant difference between control group's pre–test and post–test results paired samples t–test was applied. The results for arithmetic mean for social presence were not found to be significant with (*t=1,41; p <,05*)

Table 6. Comparison of experimental and control groups' post–tests

Points	**Groups**	*N*	$\bar{x}$	*ss*	$Sh_{\bar{x}}$	*t* **Test**		
						t	*Sd*	*p*
Social Presence Post test	Experimental	40	38,67	4,46	,71	5,43	78	,000
	Control	0	32,82	5,16	,81			

As can be seen in the table, in order to find out whether there was a significant difference between experimental and control groups' social presence scale post–test points, independent samples t–test was applied. The results for arithmetic mean for social presence were found to be significant with (*t=5,43; p < 0,5*).The arithmetic mean of experimental group was significantly higher than the control group.

This was a quasi–experimental study aiming to find out whether independent variable had any effect or not. The analyses used and presented above showed that differences between experimental and control groups were significant. However, since it may be possible that the differences between experimental and control groups stemmed from pre–test points' effects on post–test points, it was decided to

control pre–test points by applying ANCOVA in order to gain more valid and accurate results.

According to Büyüköztürk (2006), by using linear regression method covariance analysis would eliminate the external effects which could not be controlled by the design of the study and makes it possible to find the treatment's real effect. For this reason, one factor covariance analysis, ANCOVA, which accepts pre–test as the common variable used to check and control the differences between the post–tests. One of the main advantages of this test was that it reduces any possible bias stemming from the differences between groups at the beginning of the experiments.

Table 7. Descriptive Values of Post–tests

Groups	$\bar{x}$	ss	N
Experimental	38,67	4,45	40
Control	32,82	5,14	40

As can be seen in the table, the results for arithmetic mean of social presence post tests were found to be $\bar{x}$=38,67; ss=4,45; arithmetic mean of control group $\bar{x}$ =32,82; ss=5,14. On the other hand, it was shown with Kolmogorov Smirnov analysis that the data were distributed normally. As a result of Levene analysis, it was found that variances were not homogeneous (L_F*=12,05; p <,05*). Since the data were distributed normally, it was concluded that the data answered the requirements of the criteria and further analyses were applied.

Table 8. Results of the Covariance Analysis of Post–tests

Variance Source	Total squares	sd	Mean squares	F	p	η^2
Model	1424,295	2	712,147	51,310	,000	,571
Prestest (Reg)	739,845	1	739,845	53,306	,000	,409
Groups	521,027	1	521,027	57,54	,000	,328
Error	1068,705	77	13,879			
Total	104738,00	80				

The mean points of post–tests corrected according to the pre–test shown to be higher in experimental group compared to the control group. When Eta square (η^2) values were examined, it was seen that being in different process groups explained 20% of variability independently of the pretest points.

However, it was seen that pre–test points being an important predictor of post–test points (*F=53,306; p <,05*) and explained40.9% of the variances in post–test points on its own. Pretest points and group variables together explained the variances in post–test with 53% and ANCOVA model that describes this is significant (*F=51,310; p <,05*). After this process multi–comparison analyses were applied and for this reason LSD test was done and it was concluded that the difference was for the experimental group.

In order to find out students' opinions about the effects of the use of social media in foreign language lessons in the qualitative part of the study, semi–structured interviews were conducted. After the intervention of 6 weeks with the experimental group, 16 students were volunteered to take part in the interview.

Data gathered from the interview were brought together in codes first and then themes that would cover these codes were formed. The opinions of students about the impact of using social media in foreign language classrooms on students' social presence were examined in detail and the themes which were found by using content analysis were as follows: communication, getting closer, self–confidence. The table showing both the codes and themes are given below.

Table 9. Codes and Themes

CODE	FREQUENCY	THEME
Easy communication	10	Communication
More communication	10	
Exchange of ideas	9	
Cooperation	6	
Total	35	
Knowing better	6	Getting closer
Chatting at school	6	
Chatting outside school	4	
Meeting after school	4	
Sharing	3	
Total	23	
Realizing ability	9	Self–confidence
Realizing that better than others	7	
Getting experience	3	
Total	19	

Communication is one of the themes that was formed from the interviews. The students expressed that they could communicate easily and more compared to their time before the intervention. Exchange of ideas and cooperation during the discussions are the ideas especially mentioned by the students. Students justified this by expressing that using Facebook for their lessons made them feel comfortable and since they could get a permission from their parents to have an access to Facebook, they could easily reach their friends and this was reflected on their socialization. One of the students (K2): "I couldn't be sure what was going on at the beginning but later on I wanted to talk to my friends more there. There were people I wouldn't even say hello properly before but then I realized that they weren't like that. I've even started seeing them. Finding out about their ideas was useful for me. I would never think that I would work on something together with E4"

Another theme that came up in the interviews was getting closer. Students expressed that they benefited from using Facebook in their foreign language classrooms in different ways. One of the examples they gave included that they found out more about each other by sharing what they have done in Facebook in class discussions. They also signified that their ideas about each other changed and they got closer. One of the students, E1, said "It was all very useful for me. I mean very useful. I got some ideas about my friends. I mean I found out everything about them like what they do after class, socialization and everything. Talking

about my ideas on a given topic helped me to get closer with them. And the lessons were also better".

During the interviews students mentioned self–confidence in various ways. Students mentioned that discussions they joined using Facebook increased their self–confidence. They said that they were not so sure about their foreign language level and that is why they hesitated whether to join the discussions or not. However, after the intervention had started, they saw that their friends also made mistakes like them and this helped them to gain their self–confidence. Student K4: "My English level was not so good because I studied at a state school before. That is why I did not want to write and share on Facebook. I was shy because of this. Then as I started to write and saw that no one really cared about my coming from a state school and my English level being bad I started to participate in the lessons more. Realizing that I could do it made me feel relaxed. I got my confidence." Another student who talked about Facebook having a great impact on both her self–confidence and socialization said "I was already using Facebook but this year I could not because of the exam. Writing and sharing our ideas in an environment where there are people who can present their ideas like me and who can also make translations like me increased my self–confidence".

It was noticed during the implementation process that lessons did not take place in their conventional structure and students were encouraged to participate in the discussions actively. In the observations during the intervention period students joined the lessons eagerly as well as the discussions in Facebook while sharing their ideas in the class. By joining in the discussions, as suggested in the knowledge building model, they took responsibility of their own learning as well as their friends'.

The aim of this study was to find out the effects of social media on social presence in teaching a foreign language. The idea that social media can change the dynamics of classroom environment and has the potential to support communication and learning is widely accepted in the field ((Blattner & Fiori, 2009; Luke, 2006; Mazer, Murphy, & Simonds 2007; Akbari, Naderi, Jan–Simons & Pilot, 2016).

According to the results of the study, the experimental group which used social media in their foreign language lessons had higher social presence and communication, getting closer and self–confidence were the themes that came along with the results. The results of the study were parallel to some other studies in the field. (Richardson & Swan, 2003; Lowenthal & Dunlop, 2011; Garrison & Arbaugh, 2007; Garrison, 2011; Borup, West & Graham, 2011; Marchand & Gutierrez, 2011; Hollis, 2014; Hostetter & Busch 2006; Hackman & Walker, 1990; Leh, 2001; Tu & McIsaac ,2002; Boston, Diaz, Gibson, Ice, Richardson & Swan, 2009; Lehman & Conceição, 2010; Wang, 2010; Ke 2010; Yamada & Akahori, 2007). When the data for social presence were analyzed before the intervention, it was seen that there was not a significant difference and therefore it was concluded that their social presence levels were equal. When the data were analyzed after the intervention, it was seen that there was a significant difference between the social

presence points of experimental and control groups. This study is not without its limits. The number of participants and the length of the study are the main limitations of this research. Yet, there is also a concern about the use of social media in education suggesting the negative effects of social media on academic performance (Kirschner & Karpinski, 2010; Junco, 2012).

However, based on the findings of this study, it seems safe to say that social media has many features which could be used to improve the educational processes and foreign language lessons that use social media is an efficient way in teaching and increases students' social presence. It also feels safe to say that in an educational environment formed by using social media, both teachers and students can share their ideas with each other to a great extent. Not only Facebook but also social networking sites like MySpace, Hi5 and Cyworld enable their users to form groups or enable them to join groups and this way users can interact with others who have similar interests with them (Kwon & Wen, 2010).

Yet, people can gather around certain ideas or ambitions through social networking sites while making new connections and restructuring the existing ones. As suggested in the connectivism theory where social learning is integrated with social media, students can connect to educational contexts and conceptualize 'learning' in a meaningful way through interacting and collecting information from others. While adding to class discussions by supplying more apparent identities, social websites ensure connection among users at the very single level and with that they can host different learning styles within and also outside the class. In the interviews using social media in foreign language classes were reflected on students' opinions as communication, getting closer and self–confidence. It is true that using social media in educational environments requires more research and as mentioned before this study has its limits. However, this study should still be considered important with its elaboration in using social media for educational purposes as well as its trial to display the potential benefits of using these tools for academic purposes.

The results of the study that indicate students' rising communication coincide with the study conducted by Keleş & Demirel (2011). In their study it was concluded that a lesson carried out with Facebook support increased communication among students. In students' opinions social media supported classes enhanced learning and in addition to this lessons' being more enjoyable affected students' consideration of lessons positively. According to Smith (2009), educational institutions should reflect the world we live in, which is getting more sociable. When the place and degree of social media in students' daily life is considered, educational places' need to give importance to social media becomes clearer. Hargreaves (2002) expressed that web, in terms of education, supports change and its sustainability. When users connect to the social and professional web through internet, they are also connected to each other through interaction, relationship and shared information which in time turns into a professional support (Hargreaves, 2002). In a study about using Facebook in education, it was seen that Facebook improved the communication among students and enabled students to

adapt to the environment (Madge, Meek, Wellens & Hooley, 2009). Students' positive opinions on the use of social media in education are also parallel to the other studies in the field. (Silius, Miilumaki, Huhtamaki, Tebest, Merianinen & Pohjolainen, 2010; Ajjan & Hartshorne, 2008; Edirisingha, Rizzi, Nie & Rothwell, 2007; Kikuchi &Otsuka, 2008). Having highlighted the limits of this study and the need for more research, it can be said that by using social media, students can improve themselves in an enriched learning environment. This way of interaction is expected to increase students' social presence and enhance student communities in general which would in turn come back with more efficient learning experiences.

Teachers have always sought for ways to reach their students and to communicate well with their students (Hodges, 2011). It is known that the new generation is more involved in technology and use technological tools to a great extent. There are many educational institutions which value technological tools students use and make their use compulsory (Lenhart, Purcell & Smith, 2010). In today's world learning happens through connection of individuals and among them. Connectivism studies the effects of technology on people and getting information and according to Siemens (2005a, 2005b) learners achieve the information and after making it meaningful they internalize it. This meaningful connection only happens through interaction between different information sources, joining groups with mutual interests and social sites. Therefore, it is important for teachers to know this technology and use it for their students' benefit.

One of the definitions of social networking sites which are web–based services is a group where individuals get together for a particular purpose or interact with each other according to their mutual interests (Staples, 2009). Social media can be defined as online tools which allow social interactions like sharing and discussion in the internet. According to Mayfield (2010), social media consists of web sites and is the platform where big groups share information and form social and professional links. In this study, the place where students discuss their ideas in their learning communities is Facebook.

To find whether using social media in foreign language lessons, in this study English, increases students' social presence as well as finding the opinions of students about the effects of the use of social media in their foreign language lessons explanatory mixed pattern was used. Therefore, the hypotheses were based on the idea that the social presence levels of students are higher when social media is used as part of the foreign language lessons.

8th grade students who attended a private school in Istanbul participated in the study. The implementation process was carried on for 6 weeks. In addition to their technology supported foreign language education, the experimental group used social media for their foreign language lessons, English, while the control group on another campus of the same school continued their usual technology supported foreign language education. Technology supported foreign language education was considered to be the education that involved learning management systems and

technological tools that support face–to–face education. During the implementation period, the students were asked to subscribe to the Facebook page created by the researcher from their own Facebook accounts and were then asked to actively share their ideas in the discussions which were prepared according to the topics of their English lessons stated in the curriculum. For the quantitative part, data were collected with the social presence scale. For the qualitative part face–to–face interview with semi–structured interview technique took place. The quantitative data were analysed by using Kolmogorov–Smirnov test, independent samples t–test and ANCOVA. For the qualitative part content analysis was used where knowledge building model was also considered. Based on the findings, it was concluded that students in the experimental group who had their classes with Facebook had higher social presence in their foreign language lessons.

The results of the study are in line with many studies.There is a significant difference between the experimental and control groups. It can be said that using social media in foreign language classes have a positive impact on students' social presence. Using social media does not require extra pre–knowledge and there are other people using social media in students' environment. It allows peer teaching, supports learning with educational games and multimedia and through this you can reconstruct the process which are advantageous.

Considering students' use of internet, by using social networking in teaching a foreign language a more effective communication which would lead to higher social presence levels can be achieved. Social networks with their features they held within themselves make it easier for students to communicate with their teachers and content and with collaborative learning they support students' researching, probing and problem–solving skills as well.

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TEACHING READING FLUENCY WITH THE HELP OF AUTHENTIC MATERIAL

Sultonova Kh.J., *senior teacher, TUIT named after Muhammad al–Khwarizmi*

Abstract. *One of the main issues of our research is to point out the role of authentic material in eliminating teaching reading fluency.*

Fluency in any activity is achieved largely through practice – the actor rehearses, the athlete talks about repetitious training drills, "the musician spends time daily practicing pieces that will eventually performed, and the novice driver spends as much time on the road as possible. Often, that practice involves the repetition of a particular line, skill, movement, or composition many times. So too, in reading fluency is achieved through practice – wide reading for some

readers, repeated practice of particular pieces for others. Accomplished readers are often able to achieve and maintain their fluency through wide and independent reading. Even young successful readers can move toward higher levels of fluency through independent reading as found in sustained silent reading and its various permutations.

However for many students at different ages, repeated readings seems to be an essential method for achieving fluency. Jay Samuels' (1979) seminar work on the method of repeated readings found that when students orally practiced a piece of text they improved on their reading of that text – rate, accuracy and comprehension. Such an accomplishment is to be expected. However, he also found that when students moved to new passages, their initial readings of those new pieces were read with higher levels of fluency and comprehension than the initial readings of the previous passage, even though the new passage was as difficult or more challenging than the previous piece. Since Samuels work, other studies have demonstrated the value of repeated readings as an instructional tool for reading fluency and, because reading fluency is related to text understanding, to reading comprehension (National Reading Panel, 2000; Rasinski & Hoffman, 2003).

Independent repeated readings Right work for readers who are already sufficiently accomplished readers that they are able to evaluate and monitor their own reading. However, for most younger and struggling readers repeated readings need to be under the guidance of a teacher or coach. This is where direction instruction in fluency comes in. In the same way that an actor is guided by an acting coach or director, the athlete by a trainer or coach, the musician by a teacher or conductor, the novice driver by a driving instructor or parent, the young or struggling reader involved in reading fluency instruction needs the assistance and guidance of a teacher. The reader's coach can select appropriate materials, model fluent reading, provide assistance while reading, evaluate progress within and between passages, give encouragement, and celebrate successes.

While on the surface it may seem that the reader develops fluency simply by finding a quiet spot and practicing a text several times through, the reality is that there needs to be a coach to model, guide, and encourage in order to make that practice as valuable as possible. Below we identify the various direct instructional roles taken by a teacher or coach in nurturing reading fluency.

Less fluent readers may not know what it means to read fluently. Readers need to develop an internalized model of fluent reading. In the current environment where reading speed has become the proxy for reading fluency, students may think that fluency is nothing more than reading fast. This is clearly a less than optimal conception of fluency; yet many students seem to have gotten it in their heads that fluency is reading fast and they direct their reading efforts to reading as fast as they can. Reading speed may be an indicator or measure of the automaticity component of fluency, but reading speed is not automaticity and it is not fluency.

The best way to counter the idea that reading speed is fluency and to help students develop the understanding that fluency is reading with meaningful expression and automaticity is for a teacher, parent, or coach to read to students regularly in a fluent manner and then to direct students' attention to how that reading was fluent – what made it fluent. Conversely, the teacher, parent, or coach could read to students in a nonfluent manner (monotone, staccato–like, excessively slow or extremely fast) with a follow–up discussion that focuses on how such a reading was not as meaningful or satisfying as a more fluent rendering of the passage.

Students need to practice, through repeated readings, their own reading as well as listen to fluent readings by others. And practice without feedback may result in students' reinforcing their errors or practicing to achieve the wrong goal (e.g., increase reading speed without regard to expression). Teachers need to take on a direct coaching role as students read orally during fluency instruction. They need to listen to students read and give formative feedback to their reading. Teachers can note particular areas of concern in students reading; give praise for strong efforts, and direct students to read in a particular manner (e.g., read this passage with enthusiasm, with sadness, with boredom, etc.). This sort of coaching helps direct students' attention to areas that will allow them to develop their fluency and use it to increase text comprehension.

In the role of fluency coach, teachers can also monitor students' progress in reading fluency. On a regular and systematic basis, the teacher might record samples of students' oral reading and evaluate the recording for automaticity (reading speed) and prosody (reading expression). Progress or lack of progress can be shown through charting students' performance over time. Analysis of trends can lead to lesson planning that is aimed more precisely at students' needs.

Research into fluency has shown that assisted (also called paired, neurological impress, audio–assisted, or duolog) reading (Rasinski & Hoffman, 2003) can have a significantly positive effect on students' fluency. In assisted reading an individual student reads a passage while simultaneously listening to a fluent reading of the same text. The fluent rendering of the text can be a more fluent partner or a pre–recorded version of the reading. In many classrooms teachers set aside a time of each day for students to engage in assisted reading with a coach or peer. In other cases, teachers create a listening center in which students are expected to spend some time each day reading while listening to an audio–taped recording of the book.

However, we think it is also important for the teacher to take on the specific role of fluent reading partner for students with particular needs in fluency. In such cases pair reading or reading one passage by two students in turn will also motivate the slow reader. No doubt, the teacher is the most fluent reader in any elementary or middle school classroom. During the assisted reading period the teacher may pair up with an individual, pairs, or small groups of students and read orally with the students as they read orally on their own. Being integrally involved in such lessons allows the teacher to personally monitor each and every student in her

classroom, and to act as a personal model or trainer for students. Even more significantly, by being involved with students in this daily read along routine, the teacher demonstrates first hand to students that fluency is important; so important that she is willing to take time each day, time she could have used for other duties, to read with students in her classroom. That is a very profound message indeed.

Fluency instruction normally involves assisted, repeated (practice or rehearsal) and oral reading. (We must note however, that fluency is also manifested in silent reading through the inner voice that only the reader hears). These activities require resources that may not normally be available in a classroom. The informed fluency teacher, then, must take on the role of text collector and developer to make her classroom ready for fluency instruction.

For example, a teacher may decide to set up a listening center so that students can read books while listening to recorded versions of the book (assisted reading). The teacher needs to acquire the hardware necessary to play the recordings (e.g., tape recorders). More importantly she will have to find or develop the recorded versions of the texts she wishes to stock in the listening center. Fortunately, more and more publishing companies are making recorded versions of texts. However, the teacher may also want to think about recording the passages herself or having some of her students (fluent readers as well as those still working on fluency) record passages after having practiced them to the point where they can be read fluently.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ПРОФЕССИОНАЛЬНО ОБРАЗОВАТЕЛНЫХ КОЛЛЕДЖАХ

Казакова П.С., *Ханкинский колледж педагогики и спорта Хорезмской области, заведующий кафедрой «Педагогика и психология»*

Abstract. *This article is focused on the factct that owning a foreign language is an obligatory component in training a competitive specialist in a vocational educational college.*

Владение иностранным языком является обязательным компонентом в подготовке конкурентоспособного специалиста в профессионально образовательном колледже.

Результативность этого процесса достигается использованием современных высокоэффективных методов, средств и приемов, обеспечивающих творческое овладение огромным массивом научных знаний. В таком контексте информация и информационные технологии предоставляют образовании нетрадиционный характер.

Необходимым условием использования информационных технологий в обучении иностранных языков, на наш взгляд является реформирование системы образования, разработка новых дидактических и методических концептуальных основ обучения.

Главными направлениями этого процесса должны стать:

- создание предметно-ориентированных учебно-информационных сред, которые позволяют использовать мультимедиа, электронные учебники и т.п.;
- освоение средств коммуникации (компьютерной сети, телефонной, телевизионного, спутниковой связи для обмена информацией);
- обучение правилам и навыков «навигации» в информационном пространстве;
- развитие дистанционного образования.

Интерактивное обучение иностранных языков в профессионально образовательном колледже разрабатывается постепенно и пропагандируется технология интерактивного обучения. Интерактивное обучение - это специальная форма организации познавательной активности, имеющей целью создание комфортных условий обучения, при которых каждый студент чувствует свою успешность и интеллектуальную состоятельность. Интерактивное обучение - это обучение диалога, в ходе которого происходит взаимодействие преподавателя и студента с целью взаимопонимания, совместного решения учебных задач, развития личностных качеств.

Интерактивное обучение иностранных языков в колледже предполагает использование активных методов обучения, а именно:

- анализ конкретных ситуаций;
- введение в изучаемую проблему;
- определение задачи;
- групповая работа над топиком;
- групповая дискуссия;
- итоговая беседа.

Личностно ориентированное обучение иностранным языкам - способ организации обучения языку в процессе, которого обеспечивается всевозможный учет возможностей и способностей учащихся, создаются необходимые условия для развития их индивидуальных способностей. Цель такого обучения - создание условий для обеспечения собственной учебной деятельности учащихся и развитие индивидуальных особенностей каждого.

Сетевые технологии предназначены для телекоммуникационного общения студента с преподавателем, работниками библиотек, лабораторий и т. д. Телекоммуникационный доступ к базам данных осуществляется через всемирную сеть Internet.

Формами сетевой коммуникации являются:

- электронная почта - предназначена для обмена информацией между субъектами связи, осуществлении консультирования;

- телеконференция позволяет преподавателю и учащимся, которые находятся на расстоянии друг от друга, организовать совместное обучение, обсуждать учебные проблемы, участвовать в деловых играх, касательно иностранных языков.

Игровые технологии обучения иностранным языкам - это такая организация учебного процесса, при которой обучение иностранного языка осуществляется в процессе включения учащихся в учебную игру (игровое моделирование явлений, «переживание» ситуации).

Сегодня предпочитают термин «имитация» вместо «игра» (акцент переносится на внутреннюю сущность действия). Обучающие игры имеют целью кроме усвоения учебного материала, умений и навыков, еще и предоставление студенту возможности самоопределиться, развивать творческие способности; способствуют эмоциональному восприятию содержания обучения.

Обучение иностранным языкам с использованием инновационных технологий качественно превышает классическое образование. Оно интегрирует процессы, которые нельзя объединять в рамках классического образования и обучения, трудоустройства карьеры, непрерывное образование.

Современный образовательный процесс иностранных языков немыслим без поиска новых, более эффективных технологий, призванных содействовать развитию творческих способностей обучающихся. Необходимо добиваться, что бы студент стал активным участником учебного процесса, а преподаватель, забыв о роли информатора, являлся организатором познавательной деятельности студента.

Предлагаем вашему вниманию некоторые новые технологии, которые можно использовать на занятиях английского языка:

I. Интегральная образовательная технология английского языка.
II. Технология проблемного обучения английского языка.
III. Технология укрупнения дидактических единиц английского языка.
IV. Технология разноуровневого обучения английского языка.
V. Технология игрового обучения английского языка.
VI. Информационно-коммуникационные технологии в английском языке.
VII. Адаптивная система обучения английского языка.

Структура занятия по такой системе позволяет увеличить время самостоятельной работы учащихся. Учение становится активной самостоятельной деятельностью. На занятиях преподаватель по

иностранному языку часть времени работает со всеми учащимися, обучает их. При этом изучается принципиально новый материал. Остальное время на занятии используется для самостоятельной работы учащихся. Он не просто наблюдает за работой учащихся, а работает в это время с отдельными студентами индивидуально.

Самым существенным этапом в переходе на новый вид обучения иностранного языка, мы считаем создание банка изображений, анимации, видеофрагментов по английскому языку, фотографии и видеозаписи, быт, портреты и т. д. Сбор такого банка - процесс довольно трудоемкий, но является основополагающим в систематической работе по созданию и применению электронных презентаций. Учащиеся здесь – первые помощники.

С каждым днем потенциал иностранного языка как учебного предмета усиливается, потому что современный подход к его обучению является личностно – ориентированным, что отвечает новой педагогической парадигме, деятельностно – коммуникативно – когнитивному подходу, который дает возможность выстраивать учебный процесс как процесс познания и общения, учитывая также потребности, интересы, темп развития личности студента, а также осуществлять педагогическую поддержку в становлении студента. Все это помогает подготовить высококвалифицированного, конкурентоспособного специалиста, способного работать в новых, изменившихся экономических условиях с учетом рынка труда и развития международных связей.

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ФОРМЫ И МЕТОДЫ РАБОТЫ, СПОСОБСТВУЮЩИЕ ПОВЫШЕНИЮ МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА В ШКОЛЕ

Рузметова Ю.Й., *преподаватель общеобразовательной школы № 7 г Ургенч*

Abstract*. Cognitive motivation for learning activities is one of the most important factors in the study of foreign languages. It is this motivation that encourages students to persistent, systematic study.*

Сегодня, в эпоху глобализации, когда роль межличностной коммуникации, в том числе и межнациональной, возрастает день ото дня, знание иностранного языка становится не роскошью, а нормой; залогом успешного развития общества. Кроме того, иностранный язык выполняет значительную роль в формировании личностных качеств человека (ведь с его помощью становится возможным получить непосредственный доступ к культурному наследию другой страны), в повышении уровня образования. Неудивительно, что в последнее время в нашей стране существенно возрос интерес к иноязычному образованию, открывается все больше курсов, главным образом, нацеленных на повышение уровня владения английским языком и развитие коммуникативной компетенции.

Познавательная мотивация к учебной деятельности является одним из важнейших факторов при изучении иностранных языков. Именно такая мотивация побуждает учащихся к упорной, систематической учебной работе. Мотивация является как бы «запускным механизмом» (И.А.Зимняя), источником активности и направленности личности на предметы и явления действительности, в результате чего и возникает активность. В основе познавательной мотивации лежит бескорыстная жажда познания, неудержимое стремление познать все новое и новое. При такой мотивации учащиеся с большой легкостью воспринимают учебный материал и справляются с трудностями.

Следует различать внешнюю мотивацию и внутреннюю мотивацию. Внешняя мотивация не связана непосредственно с содержанием предмета, а обусловлена внешними обстоятельствами. Примерами могут служить:

- мотив достижения – вызван стремлением ученика достигать успехов и высоких результатов в любой деятельности, в том числе и в изучении иностранного языка. Например, для отличных оценок и т. д.;

- мотив самоутверждения – стремление утвердить себя, получить одобрение учителя и других людей. Ученик учит иностранный язык, чтобы получить определенный статус в обществе;

- мотив идентификации – стремление ученика быть похожим на другого человека, а также быть ближе к своим кумирам и героям (например, чтобы понимать тексты песен любимой группы);

- мотив аффилиации – стремление к общению с другими людьми. Ученик может учить иностранный язык, чтобы общаться с друзьями–иностранцами;

- мотив саморазвития – стремление к самоусовершенствованию. Иностранный язык служит средством для духовного обогащения и общего развития ребёнка;

- просоциальный мотив – связан с осознанием общественного значения деятельности. Человек изучает иностранный язык, потому что осознает социальную значимость учения.

Внутренняя мотивация связана не с внешними обстоятельствами, а непосредственно с самим предметом. Её еще часто называют процессуальной

мотивацией. Ребенку нравится непосредственно иностранный язык, нравится проявлять свою интеллектуальную активность. Действие внешних мотивов (престижа, самоутверждения, и т.д.) может усиливать внутреннюю мотивацию, но они не имеют непосредственного отношения к содержанию и процессу деятельности.

Весь учебный процесс должен быть построен таким образом, чтобы учащиеся на каждом уровне испытывали радость от удовлетворения потребностей, специфических для предмета "иностранный язык". Эти потребности соответствуют следующим разновидностям внутренней мотивации, предложенным психологом С.Т.Григоряном: коммуникативной, лингвопознавательной и инструментальной.

Коммуникативную разновидность внутренней мотивации можно назвать основной, так как коммуникативность – это первая естественная потребность, изучающих иностранный язык. Предпосылками для возникновения коммуникативной мотивации могут быть созданы при постановке задач урока, соответствующих содержанию и соответствующих организационным формам работы.

Сама формулировка задач урока должна импонировать ребятам, открывать перед ними ясную речевую перспективу. Формулировка задачи зависит от ступени обучения, от возрастных и психологических особенностей.

Содержание урока, как и его задачи, тоже должно быть принято учащимися. Это может быть достигнуто путём усиления личностной ориентации, использования на уроке актуальных событий, привлечения познавательного материала. Личностная ориентация предполагает, адресованность не только непосредственно к самому ученику и его "Я", но и к более широкой среде, причастность к которой он ощущает (моя семья, моя улица, мой город, моя страна, страна изучающего языка).

В область личностных интересов естественным образом втягивается и вторичное "Я", когда учащийся играет какую-либо роль в воображаемой ситуации. Например: "Расскажите историю о своих каникулах", "Представьте, что вы гид, и проведите экскурсию по городу Хива", "Расскажите туристам о тех достопримечательностях". Подобные задания предоставляют ученику право выбора, что очень важно, так как он может выбрать ту часть материала, которую лучше усвоил, тем самым устраняются отрицательные эмоции.

События актуальной действительности также могут обогатить содержание урока, показав учащимся, что они учатся не для школы, а для жизни, и это, несомненно, поддерживает коммуникативную мотивацию. Поэтому на уроке следует использовать информацию из газет и журналов страны изучаемого языка и "связать" её с темой урока.

Познавательный характер материала урока играет немаловажную роль в коммуникативной мотивации и должен быть подчинён правилу равновесия

между новой и уже известной информацией. Это можно достигнуть путём сообщения нового об известном.

Важным видом внутренней мотивации является также инструментальная мотивация, то есть мотивация, вытекающая из положительного отношения учащихся к определенным видам работы.

Известно, что педагогический эффект может быть достигнут в большей мере в результате собственной активности учащихся. Здесь можно применить такую тавтологию: нужно учить учащихся учиться. В форме нейтрально-пассивного восприятия его получить нельзя.

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TEACHER AND MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES

Khujaniyazova G.Y., *Urgench branch of TUIT named after Muhammad al–Khwarizmi, senior teacher*

Abstract. *The article discusses the features of the use of modern information and communication technologies by teachers. The author examines the involvement of the teacher in the Internet environment and determines his activity in the use of information and communication technologies. The list of priority tasks for the implementation of which respondents use information technology has been defined.*

In modern conditions, the role of the teacher of educational institutions seriously transformed. “If earlier the teacher was, perhaps, the only source of information – and good, and not very much, today there are a lot of such sources, they beat the key, as they say, and remain at the level of competitiveness, if it is allowed to say so, with these sources complicated. It is necessary, really, to show both diligence, and creative skills, and talent. Without it, being an interesting student is practically impossible. ” To the greatest extent this statement relates to general educational institutions, but one cannot exclude the significant role of this process in institutions of secondary and higher vocational education. The teacher is no longer a monopolist in the possession of knowledge; he enters into a

"competition" with new technologies and the Internet. The maximum use by teachers of the possibilities of new information and communication technologies is one of the basic requirements of modern times. Therefore, we will take a closer look at the teacher's involvement in the Internet environment and determine its activity in using information and communication technologies. In order to be "on the same wavelength" with students, to provide them with relevant information on the subjects being studied, to give interesting tasks that they can solve not just by looking in the Internet, but by connecting logic and analytical thinking, comparing data from various sources and arguing their personal opinion. Modern students cannot do without information and communication technologies and it is impossible to forbid them that: they will surely find an opportunity to break the ban.

The best option for the teacher is to "make friends" with information resources and to "legally" draw them to the side of education. Of course, this is difficult to do if the teacher himself is "on you" with computer and multimedia technology and cannot even always determine with the help of specialized resources the level of student autonomy in performing the task (done by himself or "downloaded" from the Internet). In the professional development of a teacher in modern school, an important role is played by the availability of pedagogical abilities, which consist of a number of components [1]: didactic (the art of transmitting knowledge in an accessible form); constructive (when the teacher does not use ready–made recipes, but creates them for each specific situation); expressive (ability to include humor, benevolent irony, a joke in the explanation); communication (the right approach to students in the process of training and education); the ability to distribute attention (a broad overview of attention, the ability to easily switch from one object to another as needed); acting (ability, depending on the situation and educational tasks, to be kind, strict, calm, but always objective, fair); the ability to control all your words, deeds, actions, mood. Within the framework of the post–industrial society, it is important that the process of the formation and implementation of these pedagogical abilities go "up to date" with time. So, students very quickly learn about the latest technology and include them in their everyday life. The task of education is to adequately assess the resources of technical innovations and "squeeze out" of them the maximum benefit for the educational process and education.

The implementation of this idea to the maximum extent reflects the motto of modern life: "It's not so important to have the information yourself, how much you need to know where you can get it, be able to adequately assess its quality (reliability, relevance) and effectively apply to a specific practical task." We believe that modern education should be directed towards this. A person who knows a lot, but cannot assess how applicable this information is to a specific case and does not update it in accordance with the needs of time, becomes helpless. Accordingly, if a teacher shares this idea and accepts it as a strategically important "road map" for the education of not only an erudite, but also a socially active, competitive member of society, he must "start from himself". So, success in the

profession of a teacher, according to the famous teacher A.S. Makarenko, lies in the fact that "only a person who has managed to educate himself can" properly educate another. [2]. In other words, “the road will be mastered” and it is impossible to imagine that a teacher who does not have operational skills of using technology could work effectively with children for whom virtual reality is a “second home”. Of course, this does not mean that a professional teacher should compete with students in this field, but he should not be an ignorant profane. Considering the issue of informatization of the education system, the researchers note that in the global pedagogical practice, an andragogical pedagogical model is most effective for an adult (students' readiness to learn is determined by their need to learn something to solve specific problems) [4, p. 123]. Accordingly, “the learner plays a leading role in the formation of motivation and the definition of learning objectives. In this case, the task of the trainer is to create favorable conditions for the learner, provide him with the necessary methods and criteria that would help to clarify his needs”. [4, p. 123]. Programs, reference books and other. We believe that modern education should be directed towards this. A person who knows a lot, but cannot assess how applicable this information is to a specific case and does not update it in accordance with the needs of time, becomes helpless. Accordingly, if a teacher shares this idea and accepts it as a strategically important “road map” for the education of not only an erudite, but also a socially active, competitive member of society, he must “start from himself”. The degree of inclusion in the educational process of information and communication technologies depends on the age of the teacher, the level of his training, the material and technical equipment of the school and other factors. There are several levels of development of skills in solving pedagogical tasks using ICT [4, p. 124]: 1. Starting level (deliberately replacing some of the teacher’s actions in solving standard pedagogical problems with actions using ICT). 2. Basic level (designing assignments for students involving the use of ICT, participation in telecommunication projects, Internet contests, holding class hours using ICT). 3. Design level (study and analysis of software in the school library, training with the help of ICT of didactic material for conducting a lesson, creating / adjusting software. 4. Research level (scientific management of scientific activities of students in the use of ICT in various fields of study activities, research and publication of works in various scientific collections, the development of distance learning, participation in Internet conferences and festivals). The introduction and application of information and communication technologies depends: firstly, on the level of scientific and technological progress and the level of accessibility of technologies for acquisition by educational institutions and specific teachers and secondly on the readiness of teachers and the educational system as a whole, to modify and adapt the use of ICT content education, established and established forms and methods of teaching, applying them in practice.

The most popular use of the Internet in the educational process at school was in the collection of materials for reports and essays by schoolchildren, as well as out–of–class work and the preparation of teachers for classes. Obviously, the

Internet opens up opportunities for teachers to use the resources of search engines and directories, participate in educational projects and communicate remotely with students and colleagues in addition to the personal one. However, at the beginning of the spread of the Internet in our country, not all teachers and even schoolchildren understood this. The greatest part of teachers who are aware of the need to use ICT in the educational process falls on teachers in science subjects. Teachers in such subjects show the least interest in ICT educational opportunities as physical education, a foreign language, Russian language, literature [3, p. 132].

Of course, equipment teachers with technical devices (including the latest models) indicates not only their high adaptation to the realities of modern society, but also their financial situation. The teacher may not always allocate funds for the purchase of such devices (especially if he does not feel the priority need for their availability and constant use in everyday life and in work activities). In which workflows do teachers use personal gadgets? To prepare for lessons (drafting projects, presentations), search and exchange information; printouts (text, presentations, tests, photos); Internet access; search for documents and books; reporting; and also download additional materials; communicate with colleagues; download information from meetings and conferences to a tablet; on the laptop, they show presentations; on the phone, they include audio files in the lessons (including music for physical exercises, mini); a telephone is used to communicate with colleagues and parents of students, a computer for preparing lessons; when drafting work programs for extracurricular activities; on the smartphone and computer install programs and download directories; search for additional material, including for meetings; for self–education; creating presentations, watching videos, listening to audio; creation of visual materials for the lesson; visiting social networks, finding the right material; for document management; work in the net–school; musical accompaniment physical exercises; on a personal website are working with children who are sick.

We believe that this option is permissible with respect to high–tech equipment, but if we are talking about limiting pupils 'access to technical means due to the lack of their number, this negatively affects the educational process and, as a result, the knowledge and skills of schoolchildren. A very controversial question remains: how effective is the use of teachers in the educational process of information and telecommunication technologies? There is a very fine line here, between: firstly, the permanent complication of the educational process, when it becomes multidirectional, interesting for the student, interactive and requires maximum connection of the intellectual and analytical abilities of the child / teenager and secondly, "shifting" to technology and the Internet –resources of basic functions of the teacher and facilitate his work. Under these conditions, the teacher requires special competencies that are aimed not only at the competent use of quite ambiguous information and telecommunication technologies, but also at improving their own awareness of working with them. Thanks to information and communication technologies, the teacher has the opportunity to qualitatively change, "enrich" the educational process. ICTs "facilitate the creative work of the

teacher, help to improve, accumulate and develop their pedagogical discoveries. <...> The ability to work independently with information, to find, comprehend, transform and, finally, synthesize new knowledge on the basis of available information – this is the most promising direction in the development of the educational process, which will allow students to further build a line of self–education and self–development ”[5, C. 82]. The introduction of information and communication technologies in education [5, p. 83]: accelerates the transfer of knowledge and accumulated technological and social experience of mankind, not only from generation to generation, but also from one person to another; enhances the quality of training and education, allowing a person to more successfully and quickly adapt to the environment and social changes; is an important factor in creating an education system that meets the requirements of the information society. Correct use of information and communication technologies in the educational process allows to diversify educational activities, increase the motivation of students to a specific subject / topic of the lesson; successfully form educational competencies, including those aimed at working with information from various sources; formation of information culture. Speaking about ICT ambiguity, we mean the presence of certain risks associated with their use, ranging from risks to the physical health of the student, his mental development, to social threats.

One of the tasks of the teacher (on a par with the parents) is to teach the child to recognize the risks and threats associated with information and telecommunication technologies, and to use their truly endless possibilities for education and self–education. In this regard, it is necessary to study in more detail the various aspects of the use of information and communication technologies by teachers in general education institutions, the effectiveness of their application and the impact on the educational and upbringing process. use their truly endless opportunities for education and self–education. In this regard, it is necessary to study in more detail the various aspects of the use of information and communication technologies by teachers in general education institutions, the effectiveness of their application and the impact on the educational and upbringing process.

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THE METHODS OF TEACHING LANGUAGES OF SYNONYMY IN TERMINOLOGY

Saydaliyeva G.A., *teacher, TUIT named after Muhammad al–Khwarizmi*

Abstract. *This article deals one of the debatable linguistic phenomena in modern terminology – the usage of synonymy in special lexical units. The purpose of study is synonymy in terminology methods of teaching languages. Different types of synonyms and terminological combinations, formal and meaningful structural features have been analyzed.*

Terminology of any subject area is part of the national language and obeys to the common linguistic laws. It has the same processes in the language as a whole. According to the terminology, we understood as “a set of special lexical language units denoted by those who want to understand a certain field of knowledge or activities spontaneously developing in the process of its origin and development”.

Requirements for special lexical units (semantic accuracy, stylistic neutrality, no doublets, etc.), should include parallel use of synonymous in terms – the use of several special lexical units to designate a single concepts. However, synonymy in terminology all areas of scientific knowledge including in the field of teaching foreign languages is determines one of the important and at the same time debatable phenomena in terminology. In consequence, of this, the problem that indicated by us is relevant and caused by a number of reasons.

Firstly, the number of dictionaries that deal with the terms of methods of teaching languages is very few.

Secondly, the interpretation of terms various in different dictionaries.

Thirdly, when writing research in the field of language teaching methods, scientists are faced with multifarious approaches to define terms. This is especially true for the emergency of new terms that have not been reflected yet in modern dictionaries. Thus, for example, the concept of “applied linguistic cultural studies” has recently become used. It "finds application in the methodology of teaching foreign languages in the creation of textbooks, dictionaries, and methodological developments based on a conceptual approaches." At the same time, some scientists believe that applied cultural linguistics is a synonym for the term of linguistic and cultural studies. “Lingua culturology and linguistic cultural studies are terms that generally call the same area of knowledge.” Our analysis of several termini graphic sources showed that synonymy is a fairly common phenomenon in the terminological system of the methodology as a science in general and language

methods teaching. The term “methods of teaching languages” was firstly introduced by E.G. Azimov and A.N. Shchukin in the "New Dictionary of Methodical Terms and Concepts (Theory and Practice of Teaching Languages)" and is considered as "a set of terms used in this science: serves to denote the concepts of the methodology and ensures the scientific accuracy of the presentation". In modern terminology, the synonymy of terms and terminological combinations by scientists is evaluated differently. Some researchers consider the presence of synonyms for a term to be its negative property that the term should not have options or doublets (V.P. Danilenko, D.S. Lotte and others). E.N. Tolikina notes that “the language of science is not emotional,” so the terms can be included in synonymous relations only as doublets. Other authors (BN Golovin, R. Yu. Kobrin, LN Rusinova, SD Shelov, etc.) indicate that the synonymy of terminological designations is a virtue, indicating a high level of science development, that’s why interchangeability is possible. Terms in certain situations contribute to the empowerment of a special language of specific professional and communicative tasks.

According to the degree of correlation of meanings, terms with absolutely identical meaning (absolute synonyms) and with relatively identical meaning (relative, or conditional, synonyms) are distinguished. In turn, among the absolute synonyms there are variants – absolute synonyms resulting from the corresponding variation of the form of the term, and duplicates – absolute synonyms that have a different form, identical in meaning and interchangeable in context. All types of synonymy are reflected in the terminology of the teaching methods of languages, and the phenomenon itself is widespread.

In the terminological system of methods of teaching languages can be identified the following types of options:

– Derivational, differing derivational affixes.

– Syntactic, different syntactic model word.

–Syntactic and word transformations.

In conclusion, we note that synonymy in terminology of language teaching is an objective and regular language phenomenon associated with the process of the formation and development of the terminological system of this knowledge sphere. The study of synonymy in terms and terminological combinations allows expand our understanding of this phenomenon, identify the characteristics of synonymy in specific terminology and show all its diversity. At the same time, actions aimed at systematization and unification of the terminology itself, which allow “to regulate” the synonymy in terms and thereby significantly reduce the negative impact of synonymy in the terminology of different fields and methodical science in general.

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THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

Aminova R.F., Aktamov Sh.U., *students of TUIT named after Muhammad al–Khwarizmi*

Abstract. *The article discusses the role of information and communication technologies in the teaching of a foreign language. Based on general issues related to the introduction of new technologies in the learning process, and based on the criteria of "positive impact", "negative impact" and "significance of the results of use in the educational process."*

The concept of modernization of Russian education identified new priorities. The leading aspect is the preparation of the younger generation for life in a rapidly changing information society, in a world where there is a constant need for new professions, for continuous professional development. In the modern education system, a situation has arisen where established methods, techniques and forms of education require reflection, correction, and new pedagogical decisions. This is primarily due to the widespread introduction and widespread use of information and communication technologies. Such technologies are actively used to transfer information and ensure the interaction of the teacher and the student in modern systems of open and distance education. A modern teacher should not only possess knowledge of ICT, but also be an expert in their application in their professional activities.

In modern sources, information and communication technologies represent a wide range of digital technologies used for creating, transmitting and distributing information and providing services (computer equipment, software, cellular communications, electronic mail, cellular and satellite technologies, wireless and cable communications networks, multimedia funds, as well as the Internet). The modern educational paradigm, which is built on computer–based teaching aids, takes as its basis not the transfer to students of ready–made knowledge and skills, but the inculcation in students of self–education skills. At the same time, the work of students in class is the nature of communication with a teacher, mediated through interactive computer programs and audiovisual media. [1, p. 54–59]

The listed ICT tools allow activating students' cognitive activity; provide a positive learning motivation through interactive hypertext; provide a high degree of differentiation of training; improve the control of knowledge and skills; rationally organize the educational process, improve the effectiveness of classes

develop genuine research skills; provide access to various reference systems, e–libraries and other information resources.

Thus, speaking of the advantages of students' work with a computer, one should call its indisputable merits:

• general cultural development of students;
• improving computer skills;
• improvement of the language level;
• creating a favorable psychological climate;
• increase the motivation of students and their interest in the subject;
• the possibility of implementing individualization of training;

Use of information and communication technology.

• implementation of the feedback principle;
• great opportunities for visual presentation of the material;
• a combination of control and self–control; objective and timely assessment of students' actions;
• activation of students' independent work skills.

A wide variety of ICT training tools makes it possible to effectively use them when teaching a foreign language. In the practice of our pedagogical activity, we widely use multimedia abstracts–presentations created specifically for specific occupations, containing a brief text of the specialty, basic language formulas, cliches for reviewing and annotating articles and texts on the specialty, etc. Having such an opportunity as interactivity, computer presentations allow you to effectively adapt educational material based on the individual characteristics of students. Enhancing interactivity leads to more intensive participation in the learning process of the student himself, which contributes to the efficiency of perception and memorization of educational material. [2, p. 25–31.]

The multifaceted possibilities of the educational resources of the Internet in educational activities develop the creative and research abilities of students, increase their activity, contribute to the acquisition of skills that are very useful in their future professional activities. Information technologies create conditions for the self–expression of the student’s personality: the results of their work may be in demand, useful to others.

Although the use of information and communication technologies in teaching foreign languages is constantly expanding, nevertheless, this process is the subject of heated debate in Russian and foreign publications. Opponents of computer training talk about the harmful effects of computers on the health of both trainees and educators, and on computer fatigue. They hold the opinion that it is necessary to conduct a large preliminary organizational work of a teacher in the selection and preparation of necessary educational materials in computer form.

ICT depends on the methods and forms of application of these technologies, on how well the teacher knows how to work with them, on the electronic resources they use. Based on the study of theoretical problems of research, analysis of ICT resources and the experience of practical use of these resources in the process of

teaching a foreign language, we can identify a number of recommendations for teachers who use information and communication technologies in their classes:

1. The teacher and the student should be able to handle the computer at the level required to complete the computer tasks.

2. The teacher should clearly understand which forms of ICT should be used at this stage of the lesson and whether this use is justified.

3. It is necessary to select in advance the material for the lesson using ICT, guided by certain criteria, to adapt the selected digital material in accordance with the objectives and conditions of training.

4. The teacher should plan and organize independent work of students on the subject with the involvement of ICT.

Thus, the use of ICT tools in teaching a foreign language contributes to increasing students' interest in the subject and enhancing their speech and thinking activities, developing the skills of independent work and work in a team, and effectively shaping all types of speech activity. Systematic work with computer tasks forms students' stable skills for independent work, which leads to a reduction in the time for performing standard tasks and allows increasing the time for performing works of a creative nature. [3, p. 36]

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THE ROLE OF INNOVATIONS IN EDUCATION

Rustamov D., Karimjanova S., *students TUIT named after Muhammad al–Khwarizmi*

Abstract. *The article describes the different approaches to the interpretation of educational innovations and innovations in education. Moreover, types of innovation in education and their features are considered in the article.*

The modern labor market requires graduates who can operate technologies and knowledge that meet the needs of the information society, prepare young people for new roles in this society. It is very important to distinguish the difference between the concepts “educational innovations” and “innovations in education”. Innovation in education is a broader concept than educational innovation. They include educational, scientific and technological, infrastructural, economic, social, legal, administrative and other innovations. Educational innovations are understood as a procedure or method of educational activity that differs significantly from established practice and is used to increase the level of

efficiency in a competitive environment. Educational innovations include pedagogical innovation, scientific and methodological innovation, educational and technological innovation. It is substantiated that the education market is one of the most important elements of the national innovation system. Higher education institutions that have chosen an innovation – based development, become competitive leaders on the education market. The formation of new forms of education and the use of perfect controlling mechanisms at each educational institution will give the opportunity to create single educational space, which is able to meet the needs of society in quality education with specific opportunities of customers in the educational market.

Innovations in the field of education are all related to the introduction of advanced pedagogical experience into practice. The educational process that occupies a leading place in modern science is aimed at transferring knowledge, skills, formation of personality, and citizenship to students. Changes are dictated by time, a change in attitude towards learning, upbringing, and development.

Innovations in higher education imply a system consisting of several components: learning objectives, the content of education, motivation and means of teaching, participants in the process (students, teachers), results of activities.

The material and technical equipment of a higher educational institution significantly effects the effectiveness of education and the demand for educational institutions in general. For today, the goal of the entrants is to choose a higher educational institution, which allows them to obtain excellent specialized and professional training and to become good specialists. The task of the Higher Educational Establishment is to create conditions for stimulating the influx of entrants and securing the youth in the profile sphere. When an applicant chooses an educational institution the most important thing that is taken into account is teaching material and technical base (the availability of modern teaching aids, simulators, high–tech complexes and systems.)

Such innovations in vocational education in the age of scientific progress have become especially relevant and in demand. The computer has become a familiar phenomenon in all institutions. A variety of exciting programs help to shape people's interest in innovations, develop logic and memory skills. Modern computer programs allow users to model different life situations, to find ways to solve them.

At the University of Information Technologies depending on the purpose of the classrooms, the latest computer and multimedia equipment, student tables are used to create comfortable working conditions for both teachers and students. Each student is provided with a convenient workplace at the desk or desk in accordance with his height, vision and hearing. Every year there is a renewal of equipment, technology, furniture for both students and teachers. All classrooms include the teacher's working area that is equipped with educational and visual aids, technical teaching aids, a zone for individual study sessions and etc.

In all classes, there are personal computers, a multimedia projector, white boards. Since accessibility in the learning environment helps all students, and

especially with special needs, to be more self–reliant. Complex solutions for equipping an educational institution, realize the opportunity for joint education of students with disabilities and students without restrictions on health.

When analyzing training technologies, it is important to highlight the use of modern electronic tools. The library is provided with a modern information base – a computer with access to the Internet, and all conditions for students to do research work.

Analyzing innovations in education, examples can be found in the studies. With their help, the student learns to identify the urgency of the problem, to determine the ways of solving it, to choose the methods for the experiment, to conduct experiments, to draw logical conclusions, to determine the prospects for further research in this area. Among the basic methods and techniques needed for research are experiments and interviews.

Athletic and health building includes: a sports hall, a sports ground. The sports hall is provided with all necessary for physical training sports equipment: sports mats, balls of various kinds, dumbbells, badminton sets, throwing baskets, various simulators, trampolines and other sports equipment.

In the educational process, along with the living world of the teacher, a wide range of teaching and upbringing tools are used. Learning tools are an important component of the educational process and an element of the educational and material base of our university. The educational process uses printed resources, presentations as well as learning and educational videos.

Thanks to the innovations introduced in recent years in the educational process, students with serious health problems have a chance to get a full–fledged education.

Pedagogical innovations introduced in educational institutions of modern Uzbekistan help to realize the social order: to educate pupils, students, the feeling of patriotism, civil responsibility, love for one's native land, respect people's traditions. Information and communication technologies have become common in kindergartens, schools, academies, universities. Among the latest innovations that affected educational institutions: conducting a unified state exam online, e–passing tests in the entrance exams, sending exam papers through a preliminary scan. Undoubtedly, Uzbek education still has many unresolved problems, which innovation will help to eliminate.

In conclusion, we can say that education, which is one of the main means for the development of the human personality in the social sphere, must keep pace with the time, to be more accurate, to undergo changes and innovations that meet the demands of society in this era. But given the instability that modern pedagogical science is in general, time is needed to understand the effectiveness of some innovations. However, one cannot adhere to the obsolete schemes in education today.

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THE EFFICIENCY OF INNOVATIVE METHODS IN TEACHING FOREIGN LANGUAGES

Safarova F.I., *senior teacher, TUIT named after Muhammad al–Khwarizmi*

Abstract*. Implementation of innovative methods in teaching foreign languages allows us to bring the learning process to a qualitatively new level. It is believed students acquires a new modern content in foreign language communication by using innovative methods.*

Today higher education badly needs innovative ideas like never before because students should possess modern knowledge to meet the growing demands of top IT companies looking for world class specialists. Obviously, universities present their students necessary skills and play a huge role to prepare them for the modern world changing with the speed of light. Therefore, universities are always open to new approaches to teaching and making research

Higher education goal in the modern information society is to form a harmoniously developed creative personality who can holistically perceive reality and develop in the social and professional spheres. Therefore, an objective need has arisen for fundamental changes in the educational process of higher educational institutions. In contemporary education we can come across with a huge choice of forms and effective teaching methods. However, the rapid

breakthrough in all spheres of society requires advanced methods and technologies to teach our generation who can easily compete with their fellows in the world. So, implementation of innovative teaching methods allows teachers to make learning process more effective. For quick and effective learning of foreign languages, innovative techniques are needed to develop the practical skills of future young professionals who are able to solve professional tasks at the level of foreign language communicative competence.

In this article some innovative techniques which help to realize a student–centered approach to learning will be discussed.

1. Learning in collaboration. (Collaborative learning method)

Collaborative learning [2] is a such kind of situation where two or more people learn or attempt to learn something together. Collaborative learning method method helps to make learners rely on each other in their knowledge pursuit and makes language learning process more efficient, meaningful and interesting. When students learn a language in a group they don't get bored and don't feel alone. Working in groups makes students be a part of a community where each of them support each other. So, this method provides academic and social support in learning that students need. When students of different language levels co–operate with each other in learning to achieve a desired set goal, students are not merely accountable for their own learning process but are also responsible for their peers' learning process as well. In other words, success in study will breed more success. Learning experience is enriched when a teacher uses teaching method taking into account learners' interests and motivation. As a result of collaborative learning students' motivation is heightened. This is because students feel in charge and empowered in terms of their own learning process.

2. **Presentations allow** students practice all language systems areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing and listening). Moreover, making presentation build learners' confidence and presenting skill that most young people need in carving out a career. I find that students who are good presenters are better communicators all round, since they are able to form and express their ideas clearly. Bellow advantages of using presentation method are given:

✓ Presentation skills are very efficient and useful not only inside but outside also. It is a is a way for students to share with others what they have learned in classes after completing a project. It also gives an opportunity to challenge and expand their understanding of the topic by asking questions. In addition, in the world of work, a confident presenter can inform and persuade colleagues effectively.

✓ Presentations can also form a natural part of task based learning. By focusing on a particular language point or skill, the presentation is a very practical way to revise and expand book, pair and group work.

3. **Project–based learning (PBL)** is a method which organizes learning around projects. It is a teaching method in which students gain knowledge and improve language skills by working for an extended period of time that is given to investigate and respond to an authentic, engaging and complex question, problem, or challenge and culminate in realistic products or presentations.

Above mentioned innovative methods allow teachers and students to achieve the following goals in education process: [3]

– be able to perceive training materials;

– to systemize knowledge;

– to develop students' creative abilities;

– self–education;

– be free from psychological barrier (fear of communication, making a mistake);

– comprehend training material and analyze learned one;

This method is considered to be one of the most creative innovative methods and it is applied at the final stage of studying a topic. Moreover, it implies a high level of individual and collective responsibility for the implementation of each project development task. At the turn of the XIX and XX centuries scientists and pedagogues began to think about a new system of education that would focus on a student and his individual aptitude. The origin of this method dates back to the early 20th century in the United States. This method was introduced into school education by an American philosopher and his disciples J. Dewey H. Kilpatrick. E. Collings proclaimed the principle of "learning by doing". The essence of the method is that students, based on their interests, together with a teacher's help, solve some practical problems. On one hand projects are sources of learning process, and, on the other hand, they are considered as areas where formerly gained knowledge could be put into practice. To pass exams or get a diploma paper shouldn't be a goal of obtaining knowledge. [1] John Dewey argued that the process of "acquiring" isolated facts and useless skills, time–consuming and thought–provoking efforts, acts destructively: the individual loses the ability to assess really important things.

By using project–based learning, students can independently choose a form of presentation material, information sources and show their creative abilities.

Working on the project based learning is a sequential system, which consists of the following steps:

➢ **Planning.**

The teacher sets a problem and presents a situation in such a way that students themselves should find a solution to this very problem.

- **Performance.**

At this stage, students develop their language and speech skills, improve communicative competence. A teacher should control students' phased activity.

- **Presentation.**

During the presentation, each group defends its project according to a plan prepared in advance. The teacher gives comment on the students' statements, discuss and evaluate their answers.

- **Control.**

At this stage, the teacher assesses the project as a whole, taking into account the creative approach and a clear, fluent presentation.

The project–based learning allows students to create a creative research atmosphere and improve their communication skills. [4] According to its types E.S. Polat divided projects into research, role–play, informational and practice–oriented projects. During teaching process one of the projects can be chosen taking into account students' level, field of interest and course.

In conclusion, it can be said that potential of using innovative methods in learning a foreign language is vast. Currently modern information and communication technologies are one of the leading directions in scientific activity of universities. Their implementation allows teachers to hold interactive and student centered learning, to create a special foreign language learning environment, which contributes to increase learning motivation of a foreign language and improve learning quality. Moreover, the idea of implementing methods mentioned above is justified by the fact that their implementation leads to development of communicative competence and is aimed to create a sustainable motivation for learning a foreign language. Interesting and unusual tasks create conditions for successful language learning, as students are involved in educational process. However, do not assume that the innovative methods can exist separately from all other teaching methods. Only in combination with all pedagogical methods and techniques, we can achieve positive results in teaching a foreign language.

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USE OF AUTHENTIC READING MATERIALS IN THE CLASSROOM

Sultanova Kh.J., *TUIT named after Muhammad al- Khwarizmi, senior teacher*
Rakhimova R.A., *TUIT named after Muhammad al- Khwarizmi, student*

Abstract. *One of the main aims ideas of using authentic materials in the classroom is to expose‖ the learner to as much real language as possible. Even if the classroom is not a ―real–life‖ situation, authentic materials do have a very important place within it. It has been argued that by taking a text out of its original context, it loses it authenticity: As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity. (Wallace 1992:79)*

Even if true, the learner is still exposed to real discourse and not the artificial language of course textbooks, which tend not to contain any incidental or improper examples. They also tend to reflect the current teaching trend. Authentic materials also give the reader the opportunity to gain real information and know what is going on in the world around them. More times than not, they have something to say, be it giving information, a review. They also produce a sense of achievement. Extracting real information from a real text in a new/different language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to 'real' language (Guariento& Morley 2001). They also reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom:

―Authentic texts can be motivating because they are proof that the language is used for real–life purposes by real people.‖ (Nuttall 1996:172)

The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. An advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learner reads, the better a reader he will become, not only improving his language level but also confidence. If the text interests the learner it can also be related to his own experiences. One of the aims of authentic materials is to help the student react in the same way L1 speakers react in their first language (L1). Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. We can claim that learners are being

exposed to real language and they feel that they are learning the 'real' language. The main advantages of using authentic materials in the classroom therefore include:

– having a positive effect on student motivation;
– giving authentic cultural information;
– exposing students to real language;
– relating more closely to students‘ needs;
– supporting a more creative approach to teaching.

These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems.

The negative aspects of authentic materials are that they can be too culturally biased, often a good knowledge of cultural background is required when reading, as well as too many structures being mixed, causing lower levels problems when decoding the texts (Martinez 2002).

Students often bring copies of newspaper articles (in particular the tabloids) or song lyrics to the classroom, asking to translate them after having looked up each word in the dictionary and not understood a single word. Richards (2001) notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too. They can also become very dated, very quickly but unlike textbooks can be updated or replaced much easier and more cost effectively. The biggest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevant to the learner‘s needs and too many structures can create difficulty. This can have the opposite effect, rather than motivate the learner, it can de–motivate and in Krashenite terms ―put up the effective filter‖.

Authentic Reading Materials

Advantages	***Disadvantages***
"Real" language exposure with language change/variation being reflected	Often too culturally biased, difficult to understand outside the language community
Students are informed about what is happening in the world	Vocabulary might not be relevant to the student's immediate needs
Textbooks tend not to include incidental/improper English and become outdated very quickly	Too many structures are mixed so lower levels have problems decoding the texts
The same piece of material can be used for different tasks	Special preparation is necessary, can be time consuming
Ideal for teaching/practising mini-skills-skimming/ scanning	Can become outdated easily, e.g. news stories, articles.
Contain a wide variety of text types, language styles not easily found in conventional teaching materials	
Encourage reading for pleasure, likely to contain topics of interest	

Fig. 2. – Advantages & Disadvantages of Authentic Reading Materials When bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior ―…we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials.‖ (Senior 2005:71). Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical support. Authentic materials should be used in accordance with students' ability, with suitable tasks

being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner. This can be done by removing any difficult words or structures but this can also remove basic discourse qualities, making the text ―less‖ authentic.

The basic parameters to consider when simplifying a text are:

– Linguistic simplicity: grammatical structures, lexical items and readability;

– Cognitive simplicity: age, education, interests of the learner;

– Psychological simplicity: does it follow traditional social norms?

Another possible solution is to give text related tasks. They are three basic types:

Pre–reading: used not just to test or compensate for linguistic/socio–cultural inadequacies but also used to activate existing schemata;

While–reading: used to encourage the learner to be a flexible, active reader also to promote a dialogue between reader and writer;

Post–reading: often are questions that follow a text, used to test understanding but sometimes a good schemata will be enough.

Rather than just simplifying the text by changing its language, it can be made more approachable by eliciting students' existing knowledge in pre–reading discussion, reviewing new vocabulary before reading, and then asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading. The reading approach must be authentic too. Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom. Reading is an activity with a purpose. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension

VIRTUAL REALITY IN EDUCATION

Yoqubova N., Mukhammadiev M., *students of TUIT named after Muhammad al- Khwarizmi*

Abstract. *Education is the base for a thriving society, and the transfer of knowledge has been a top priority for civilizations since the very beginning. People are constantly looking for ways to make knowledge transfer more easily, more quickly, and more effectively. In the era of digital devices, we have an opportunity to enable better learning with technology. Virtual Reality (VR) seems to be the natural next step for the evolution of education. In this article, we'll describe types of VR and show how immersive VR education can transform the way educational content.*

The use of technology in education has completely changed the way students learn. Education has become more flexible and accessible; various educational

technologies are being integrated in the classroom and our educational environment is changing on a drastic speed. Educational technology has removed physical boundaries in the educational sector. Before diving into the details of how VR will help improve the education process, it's important to understand why we need to improve the quality of education in the first place. Historically, most technologies designed to aid learning have been aimed at enabling access to information — facts and observations about the world. Before computers, we had a powerful tool that helped us retain facts: books.

Today education is considered to be one of the most perspective directions for development and implementation of technologies of the virtual reality. The idea of use of the virtual reality for training already not new, and VR technologies are used from the virtual excursions at lessons of history or geography to training of control of airplane or the high–speed train for a long time.

Virtual reality can be used in classrooms to enhance student learning and engagement. VR can transform the way educational content is delivered; it works on the premise of creating a virtual world — real or imagined — and allows users to interact with it. Being immersed in what you're learning motivates you to fully understand it. It'll require less cognitive load to process the information.

When students read about something, they often want to experience it. With VR, they aren't limited to word descriptions or book illustrations; they can explore the topic and see how things are put together.

Thanks to the feeling of presence VR provides, students can learn about a subject by living it. It's easy to forget that VR experiences aren't real — a body actually believes it's in a new place. This feeling engages the mind in a way that is remarkable.

Advantages of implementation of VR in education

The virtual reality opens new opportunities for studying theory and practicing, because traditional methods can be very wasteful or too difficult. There are 5 primary benefits of use of VR in education.

• Visualization. 3D – the graphics allows to reproduce detailing even of the most difficult processes invisible to a human eye, up to decay of an atomic nucleus or chemical responses. Besides, nothing hinders to increase the detail level and to see movement of electrons or to reproduce mechanical model, for example, of development of a cell of a human body at different stages. Virtual Reality allows reproducing or simulating any processes or the phenomena about which the modern science knows.

• Safety. Practical bases of control of flying or superfast devices, it is possible to fulfill safely on the device of the virtual reality. Still VR gives the chance to fulfill very difficult medical operations or manipulations, without harm and danger to patients.

• Involvement. VR technologies give the chance to simulate any mechanics of actions or behavior of an object, to solve difficult mathematical jobs in the form of a game and other. The virtual reality allows traveling in time, looking through the

main scenarios of important historical events or seeing a person from inside at the level of movement of an erythrocyte in blood.

• Focusing. The space simulated in VR can be considered easily in the panoramic range of 360 degrees, without being distracted by external factors.

Possibility of carrying out the virtual lessons. Thanks to a possibility of display of the simulated space from the first person and origin of effect of own involvement in the virtual events, carrying out the whole lessons in the Virtual Reality mode became possible.

The VR formats in education

Implementation of new technologies involves reformatting of all educational process, for the purpose of adaptation to use of new opportunities for studying theory and developing learned knowledge in practice.

Distant education

In a case with remote learning, students can be in an every spot on the globe, similarly, as well as the teacher. Each of them will have an avatar image which will be presented in the virtual classroom. In case of all this, students can listen remotely to lectures, carry out personal or group tasks.

The virtual reality allows to get rid of boundaries that can arise during video conferences or distant lessons, creating effect of personal presence. The teacher will be able to see when the student needs "to quit" "class", for example, such models of VR helmets as Oculus Rift or HTC Vive also have the built–in sensors of lighting which allow to understand when the device is used by the person, and when there is no.

Formation of the mixed type

If there are circumstances that hinder to attend classes, the student has an opportunity to pass lessons remotely. So that it became possible, it is necessary to equip a class or audience with special cameras which allow to make shooting in a format of the circle review (360 degrees) with which the lesson online will be broadcast. Students who for any of several reasons cannot be present at a class can be together with the classmates during a lesson, summarizing material or solving problems directly from the place behind a desk.

Self–education

Practically each educational course can be adapted for independent passing of material and its assimilation. Lessons from different objects can be placed in popular online stores, such as Steam, App Store, Google Play Market and others. Thus, everyone will have the opportunity to attend a lesson at any time, convenient for him, or to do it again for better mastering of knowledge from a complex topic.

Shortcomings of implementation of VR in education

At the stage the latest models of VR devices are not worked out 100% to full application for training at school or Higher Education Institution therefore potentially, use of the virtual reality can have a row of shortcomings.

• Volume. Practically each subject matter has the huge volume of important material therefore creation of one such course bears big labor input for creation of the virtual content. It can be both a separate lesson on each subject, and tens of

stand–alone programs. The companies, which plan to be engaged in development of lessons in a format of the virtual reality, shall be ready to the fact that this process will occupy the large volume of time and resources without an opportunity to get profit before creation and an output of the full–fledged lesson or the whole course consisting of a dozen lessons.

• Cost. If it is about distant learning, the students should take care of the availability of gadgets capable of visualizing virtual reality, in turn, education institutions will need to purchase expensive equipment for classes in which virtual lessons will be held, which requires considerable financial injections.

• Functionality. Virtual Reality, as well as any other similar technology, needs use of own language. It is necessary to pick up the correct tools to create high–quality filling of the virtual lesson. For training all potential opportunities of technology cannot use existing applications of the virtual reality for 100% and therefore do not perform the basic function.

In conclusion, we would like to say that with the advent and introduction of new technologies, the quality of education improves and the learning becomes more interesting and accessible. This makes it even easier to assimilate materials and develop faster. With the use of the latest gadgets, information retrieval has become much easier and faster, which in turn allows us to save our most precious resource – time.

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DARS SAMARADORLIGINI OSHIRISHDA YANGI PEDAGOGIC TEXNOLOGIYADAN FOYDALANISH

Abduraxmonova M., *senior teacher TUIT named after Muhammad al–Khwarizmi*

Abstract. *By introducing advanced teaching methods, modern pedagogical and information-communication technologies, a growing generation of younger generation should teach foreign languages, improve the system of training specialists who can speak fluent English, creating conditions and opportunities for their widespread use of world civilization achievements and world-class information resources, and enhancing international cooperation and dialogue.*

Pedagok kasbining mohir ustasi bo'lish, avvalo shaxsning o'z individual xususiyatlaridan yuqori saviyada foydalanish va ishlay olish qobiliyatining qanday shakllanganiga bog'liq. usul oliy o'quv yurtida o'quv va amaliy mashg'ulotlar jarayonida shakllantiriladi va kelajakda muvaffaqiyatni ta'minlovchi individual, o'ziga xos usullar tizimidan iborat bo'ladi. Yuqori malakali kasbiy mahoratni shakllantirish yo'llari har xil bo'lishi mumkin.Bo'lajak o'qituvchi o'z kasbi mahoratining shakllantirilganligini bildiruvchi kasbiy bilim, malaka va ko'nikmalar yig'indisiga, pedagogik muomala madaniyatiga ega bo'lishlik kasbiy–pedagogik mahoratining asosiy poydevori hisoblanib, pedagogning Bu kasbga oid shaxsiy tavsifnomasi hisoblanadi. O'qituvchi darslarini yanada qiziqarliroq qilishi uchun turli pedagogik usullardan foydalanishi, darslarga yanada samara beradi. Mustaqillik tufayli kundan–kun gullab yashnayotgan respublikamizda xorijiy tillarni, xususan, ingliz tilini o'rganishga extiyoj kuchaymoqda. Bu jumhuriyatimizni jahon hamjamiyatiga dadil kirib borishni ko'p tomonlama jadallashtirdi. Davr talabi bo'lgan ingliz tilini o'rganishda interaktiv metodlardan foydalanish o'zining ijobiy samarasini bermoqda.

Interaktiv metod degani bu– o'qituvchi va talabaning o'zaro hamjihatligi asosida mashg'ulot sifati va samarodirligini oshirish, talabalarda mustaqil fikr–mulohaza yuritish, munosabat bildirish ko'nikmasini shakllantirish demakdir. Interaktiv usulda talaba faol ishtirok etgan holda berilgan savollarga javob topishga harakat qiladi, fikr beradi, qiyoslaydi, xulosa chiqaradi, baholaydi, umumlashtiradi, o'zlashtirilayotgan materaliga mustaqil yondashadi. Interaktiv metodlar bilan tashkil mashg'ulotlar mustaqil ishlarni amalga oshirishda, talablarning fanga bo'lgan havaslarini oshirishda, fanni o'rganishda ijodiy yondashishda ijobiy ro'l o'ynaydi.

Interaktiv metod bilan dars o'tilganda talaba gramatik qoidalarni yodlamaydi, balki uni nutqida amaliy qo'llaydi. Shunday xolatda talaba ingliz tilida mustaqil fikrlay oladi. Interaktiv usullarning xili ko'p bo'lib, ulardan o'qitilayotgan fanga tegishlisi, talabalarning yoshiga, psihologik xususiyatiga, bilim darajasiga mos keladiganini tanlanishi maqsadga muvofiq xisoblanadi.

Yangi pedagogik tehnologiyaning asosiy moxiyati o'qitishning an'anaviy usulidan voz kechib, talabalarning ko'proq mustaqil bilim olishiga da'vat etmishdan iborat. Mashg'ulot davomida rejalashtirilgan bilimni o'zlashtirishga harakat qilish talabaning o'z vazifasiga aylanishi, ta'lim jarayonida talaba faol ishlaydigan

usullarni topishga intilishi va amaliyotga tadbiq etishi yangi pedagogik tehnologiyaning asosiy vaziasidir.

“Kadrlar tayyorlash milliy dasturi”ni amalga oshirishda yangi pedagogik tehnologiyalar joriy etishga alohida e’tibor qaratilgan. Milliy dasturning 3–bosqichida ta’lim muassasalari “Ilg’or pedagogik texnologiyalar bilan to’liq taminlandi” deyilgan. Ta’lim jarayonida ilg’or pedagogic texnalogiyalar talabalarni mustaqil bilim olishga , atroflicha fikrlashga, ijodiy faol ishlashga odatlantiradi.Bunday yutuqlarga erishish uchun interaktiv metodlardan o’rinli va unumli foydalanish o’zining ijobiy samarasini bermoqda.

Biz institutimiz talabalariga ingiliz tilini o’rgatganimizda quyidagi interaktiv metodlardan ya’ni “Miya hujumi”, ”Golereya bo’ylab sayohat ”,”Aylana stol”, ”Musobaqa”, ”Muommoni hal etish”, ”Stol o’rtasida ruchka ”,”Qor parchalari” kabilaradan foydalanib mashg’ulotlar samaradosligiga erishmoqdamiz. ”Golereya bo’ylab sayohat ” interaktiv metodini qo’llab “Our native town”matni asosida talabalarning og’zaki nutqini, bilim saviyasini o’stirish, tug’ilib o’sgan Ona Vataniga bo’lgan mehrini oshirish kabilarni amalga oshiramiz.

Bu usulda talabalarni guruhlarga bo’lamiz va har bir guruhga malum bir muommo beriladi,yani Buhoro shahrining tarixiy obidalari haqida ingiliz tilida qisqacha so’zlab berish. Masalan: Kukaldosh Medresseh is the biggest one in Bukhara. It was built in 1568.There are 160 cells there. When you enter Medresseh you can see mosque in the right side, the students could pray five times in a day,but in the left side there was auditorium for the students. On the ground floor they studied, on the first flour they lived. One of the master–pieces of Bukhara wood carving is entrance door to Kukaldash. The Madressah is connected with the name of Kulbobo Kukaldash who was a ministry of irrigation and construction. Such kind of Madrasseh of Kukaldash was built in Tashkent too. Bu muammoni yechishda berilgan qisqa vaqt davomida gurux talabalari javobini tekshiramiz va javob to’liq bo’lmasa, uni o’qituvchi nazorati ostida talabalar faolligi ostida to’ldiramiz. Mashg’ulot tugagach talabalarning ishtiroki, ularning faolligi, bilimi har tomonlama xisobga olinib, reyting tizimda baholanadi. Chet tillarni o’qitishda sintaktika usulidan qo’llanish mumkin. Ushbu usul miya hujumi turlaridan biri bo’lib, metaforik fikrlashga asoslangan muammolarni gruppaviy hal qilish modelini tashkil qiladi.

Ushbu usulning ajratuvchi belgisi shundan iboratki, uning ishtirokchilar tarkibida turli xil kasb vakillari bor. Faoliyatning shunday turi tilning aloqa vositasi sifatidagi ahamiyatini kuchaytiradi, chunki tlabalarning mustaqil rejalashtirgan va amalga oshirgan ishni, ifodalaydi demak, til o’zining asosiy ya’ni bu fikrlarni shakillashtirish va ifoda etish vazifalarini bajaradi. Biz “Miya xujumi” metodidan talabalar bilimini baholashda individual va guruh bo’lib ishlash tarzida foydalanamiz. “Miya xujumi” metodidan ko’pincha yangi so’zlar ustida ishlashda foydalanamiz, yani o’qituvchi yangi so’zlarni o’zbek tilida aytib turadi talabalar esa o’sha so’zlarning tarjimasini flomaster bilan varoqqa yozadilar. Bunda talabalardan chaqqonlik, ziyraklik talab qilinadi. Tez va to’g’ri yozgan talaba

g’olib hisoblanadi va reyting tizimi asosida baholanadi. Bundan asosiy maqsad talabalarning xotirasini mustahkamlash hisoblanadi.

“Miya xujumi” metodidan guruxda ham foydalanish mumkin. Bunda biz talabalarni 3 ta guruhga bo’lamiz. Har bir guruhdagi talabalar stol ustida mavjud bo’lgan tarqatma materiallarni olib doskada ishlashni boshlaydilar. Tarqatma materialda talabalarga o’tilgan matndagi so’z va so’z birikmalarining o’zbek tilidagi variant beriladi. Talabalar ana shu so’z va so’z birikmalarini ingliz tilidagi variantini doskaga tez tarjimasini yozishlari va o’z bilimlarini namoyon etmoqlari lozim. Berilgan topshiriqni tez va xatosiz doskaga yozgan guruhlar ball sistemasida baholanadilar.

“Stol o’rtasida ruchka” metodi asosan talabalarni mutaxassislikka oid lug’at boyligini oshirishda qulaylik yaratilmoqda. Tilda muloqot qilish uchun aktiv so’z boyligiga ega bo’lishi lozim. Bu usulni qo’llashdan talabalardan bir varaqdan qog’oz olishlari so’raladi va o’qituvchi ularga mutaxassislikka oid oldingi mashg’ulotlarda o’tilgan so’zlarni o’zbekchasini birin ketin ayta boshlaydi. O’qituvchi har bir o’zbekcha so’zni aytganda talaba tezda inglizcha tarjimasini yozmog’i lozim. Yozib bo’lgach ular ruchkalarini STOL ustiga qo’yadilar, so’ngra bir–birlarining qog’ozlarini boshqa rangdagi ruchka bilan o’qituvchi nazorati yordamida tekshiradilar. Bu metod talabalarni o’zaro ishlashga, ularni darsda faol bo’lishga undaydi.

Interaktiv texnologiyani joriy etish tajribasini o’rganish va unga ijodiy yodashish, o’quv jarayonini insonparvarlashtirish, bunda talabani sust ob’ektdan faol sun’ektga aylantirish, bilish faoliyatining aniq maqsadlarga yo’naltirganligini hamda o’quv jarayonining ishlab chiqarish jarayoni kabi takrorlanuvchanligini ta’minlashda muxim ahamiyaga ega bo’ladi.Shuningdek, pedagoglarda turli shakldagi test topshiriqlarini tuzish, ularni sinash takomillashadi.Interaktiv texnologiyalardan foydalanayotgan ko’pgina rivojlangan mamlakatlar o’quv jaroyoni sifatin jixatidan boshqa mamlakatlarga o’rnak bo’lmoqda va yuqori natijalarga erishmoqda.

Xulosa qilib shuni aytish mumkinki xozirgi vaqtda ta’lim jarayoni zamon bilan xamoxang bo’lishi kerak.Shunday ekan buning xozirgi kuning, kelajagimizning interaktiv metodlar bilan chambarchas bog’liq ekan. Dars jarayonida ulardan foyadalanishini to’g’ri yo’lga qo’yish talabalarning komunikativ qiziqshlarini oshirishga va o’z navbatida ularning darsda yoki darsdan tashqari mustaqil ishlashlarida ularni aktivroq ishlashlariga imkon beradi.

Har qanday o’quv materialini o’rganish o’quvchining kamol topishiga, undagi fikrlash mantiqining, bilish kuchlari va o’qish motivining rivojlanishiga ta'sir ko’rsatadi. O’qitishning rivojlantiruvchi maqsadini amalga oshirish tarbiyaviy maqsadni amalga oshirish bilan o’xshaydi. Innavation texnologiyalardan foydalanib o’tilgan darslarda talabalar o’z imkoniyat va qobilyatlarini ko’sata oladilar, jamoa bilan ishlash malakasiga ega bo’ladilar, o’zgalar fikrini xurmat qilishni o’rganadilar. Bu esa, darsning samaradorligini osiradi va darsning sifatini yaxshilash imkonini beradi

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CHET TILLARINI O'QITISHDA AXBOROT TEXNOLOGIYALARIDAN SAMARALI FOYDALANISH AFZALLIKLARI

Esonboyeva N.M., *Andijon davlat universiteti, Chet tillari fakulteti, fransuz tili va adabiyoti ta'lim yo'nalishi 2 – bosqich talabasi*

Abstract. *It is well known that during the years of independence, all social sectors are at a high level. It is a requirement of time and a spiritual need to take a worthy place in the world community, establish international relations, and closely study foreign languages, culture and social life. Indeed, the introduction of information technology into the education system will improve the efficiency of the teaching process.*

Hozirgi vaqtda axborot va kommunikasiya texnologiyalarini rivojlantirish hamda keng ko'lamda qo'llash jahon taraqqiyotining global tendensiyasi hisoblanadi. Yangi texnologiyalar kun sayin takomillashib, mamalakatimizda axborotlashtirish jarayoni tez sur'atlar bilan rivojlanayotgan hozirgi davrda ta'lim sohasida axborot resurslarini tashkil etishga alohida e'tibor qaratmoqda.

Shubhasiz, zamonaviy kompiyuter va axborot texnologiyalaridan chet tili darslarida ham unumli va samarali foydalanish ko'pgina afzalliklarga olib keladi. Jumladan:

– o'qituvchi va o'quvchi faoliyatining jadallashuviga;

– o'quv fanini sifatli o'zlashtirilishiga; – o'rganilayotgan mavzuning maqsad va vazifalarini to'la aks etishiga shu bilan birga til muhitini yaratishga va to'g'ri talaffuz me'yorlarini o'rganishga yordam beradi.

O'quvchining fikrlashi va nutqini rivojlantirishda ko'rgazmalilik muhim ahamiyatga ega. Bunga erishishda multimediyali taqdimotlar asosida o'quvchilar nutqini, tafakkurini, xotirasini rivojlantirish va mantiqiy fikrlashga o'rgatiladi. [1,5] Multimediyali animasion modellar chet tillarini o'rganish jarayonida harakatli rasmlar asosida namoyish etiladi. Masalan, "Oila shajarasi" mavzusini o'rgatayotganda oila a'zolarining yoshi, jinsi ketma–ketlikda multimedia shaklida o'quvchilarga namoyish etiladi. So'ng o'rganilgan leksikani mustahkamlash uchun mashqlar bajariladi.v.h.

Xorijiy til ta'limida to'rt turdagi o'qitish yani eshitish, o'qish, yozish, so'zlash kompetensiyalarini egallashda axborot texnologiyalari ko'prik vazifasini o'taydi. [2.8]

Demak, ilg'or pedagogik texnologiya ta'lim jarayonida zamonaviy axborotni qo'llash bilan birga talabani mustaqil fikrlashga o'rgatishini talab etadi. Buning uchun, avvalo, o'qituvchi bilan talaba munosabatlarini to'g'ri tashkil etish zarur.

Chunki mustaqil fikrlash individual jarayon bo'lib, unga o'rgatishda o'quvchining individual husuyatlarini hisobga olish zarur.

Ayniqsa, ikkinchi tilni o'qitishda talabaga individual yondashgan holda u qabul qila oladigan uslubni tanlash maqsadga muvofiqdir. [http://www.google.fr.]

Xorijiy tilni o'qitishda ana shunday samarali usullardan biri – turli dastur maxsulotlaridan foydalangan holada (Microsoft Office PowerPoint ilovasi yordamida) dars prezentatsiyasini tayyorlash va yangi materialni turli usullaridan taqdim etishdir.

Prezentatsiya bu – faollashtirilgan va eshitish yoki ko'rishga mo'ljallangan axborotni namoyish qilish maqsadida tuzilgan bir qancha slaydlar majmuyi. Bunda yangi taffakrur jarayoni kechadi, o'quvchi ko'rish orqali olgan taassuroti orqali fikrlaydi. PowerPoint ning imkoniyatlari keng bo'lib, bu esa prezentatsiyaning ekrandagi variantini rang – barang manbalar yordamida tuzish imkoniyatini beradi.

Slaydlarda o'tiladigan grammatik mavzu faqat jadval, sxema hamda konstruksiyalar orqali beriladi. O'qituvchi ma'ruzachi emas, balki sharxlovchi bo'lib, talabalar esa darsning faol ishtirokchilariga aylanadilar, chunki slyadlardagi qo'shimcha manbalar talabalarning mustaqqil ravishda xulosa chiqarishlariga yordam beradi. Slaydlar mavzularning semantik guruhlanishi va nutqdagi barcha shakllarning soddadan murakkabga qarab berilishi talabaning mantiqiy izchillikda grammatik qoliplarni eslab qolishiga yordam beradi.

Slaydlar bilan bir qatorda har bir berilgan gap konstruksiyalaridan keyin og'zaki ravishda yoki tarqatma materiallar yordamida mavzu mustahkamlab boriladi.

O'zlashtirishi sust guruhlarga mo'ljallangan dars prezentatsiyani tayyorlashda mashqlarni ham slaydlarda berish o'qituvchiga talabalarning o'zlashtirish darjalarini kuzatib turush imkonini beradi. Bunda o''qituvchi xatolarini ko'tsatib, yo'l – yo'lakay izoh berib boradi. [http\\www.ziyonet.uz.]

Slaydlar qulayligi shundaki, qoida tarif keltirish bilan emas, balki gaplarni qiyoslash orqali beriladi, bu esa talabani mustaqqil fikrlashga va xulosa chiqarishga o'rgatadi. Talabalar mavzuni o'zlari taxlil qilganlari uchun ham tushunadilar va eslab qoladilar. O'qituvchi esa, talabalar qilgan xulosaga baho berib, hatolarni tuzatib boradi. Slaydlarga ovoz, videofilmlar ham qo'shish mumkin. Slaydlarning kichraytirilgan nusxalari va matnlar prezentatsiyaga qo'shimcha sifatida tarqatma material shaklida tayyorlanadi.

Bunday dars prezentatsiyalarini tuzush bir tomondan, qisqa muddat ichida mavzuni o'rganishga, ikkinchi tomindan esa electron darsliklar, masofali o'qitish kabi ta'limning noan'anviy usullarini yaratishga asos bo'la oladi.

Hozirgi paytda ta'lim samaradorligini oshirishdagi muhim omillardan biri axborot texnologiyalaridan foydalanishdir. O'qituvchining turli axborot texnologiyalaridan foydalanish imkoniyati juda katta. Axborot texnologiyalaridan foydalanish jarayoni proeksion apparaturalardan tortib, kompyuter va video–filmlardan unumli foydalanishni o'z ichiga oladi. Bu esa o'z navbatida til o'rganishga nisbatan qiziqishni va o'tilayotgan darslarning sifatini oshiradi, o'quvchilarning dars jarayonidagi faolligini ta'minlaydi.

Bunday zamonaviy texnologiyalardan samarali foydalangan holda darslar tashkil qilinsa har bir o’quvchi o’zini ichki imkoniyati, qobiliyatini namoyon qiladi, bu esa chet tillarini intensive o’rganishda o’z amaliy samarasini berishi, shubhasiz.

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ҚЎШИМЧА АДАБИЁТЛАР БИЛАН ИШЛАШНИНГ САМАРАДОРЛИГИ

Sultanova Kh.J., *TUIT named after Muhammad al–Khwarizmi Foreign languages department, senior teacher*

Abstract. *This article devotes to rising effectiveness of working with additional literature in teaching foreign languages*.

Давлат тили таълими жараёнида талабаларнинг ҳар томонлама тафаккурини ўстириш, касбий тайёргарлигини оширишда уларни мустақил фикрлашлари орқали кадрлар тайёрлаш миллий дастурини бажарилишига эришамиз. Таълим ўзга тилларда бериладиган гуруҳларда чет тили ўқитиш бугунги кунга келиб Давлат аҳамиятига молик фан деб қаралмоқда. Дарсларда турли педогогик технологиялар қўллаш, мотивизатцияни ошириш, дарс самарадорлиги ўсишига элтувчи барча имкониятлардан кенг фойдаланилмоқда.

Педагогик технология бу– “Ўқитувчининг ўқитиш воситалари ёрдамида талабаларга муайян шароит ва изчилликда таъсир кўрсатиш ҳамда мазкур фаолиятнинг маҳсули сифатида уларда олдиндан белгиланган сифатларни шакллантириш жараёнидир”. Бир сўз билан айтганда, аниқ натижани қўлга киритишга қаратилган аниқ фаолият ёки меҳнатдир.

Педагогик жараённинг моҳияти – ўқитувчи ҳамда талабанинг биргаликдаги фаолияти мазмунида акс этади, мазкур жараёнда педагог тингловчига юзага келган қийинчиликларни енгишга ёрдам беради. Педагогик ёрдамнинг асосий моҳияти педагогик жараённинг тавсифи, унинг маълум мақсадга ёналтирилганлиги, шунингдек, шахсни шакллантириш ва тарбиялаш борасида ҳал этиладиган вазифалар билан ифодаланади. Дарсда талабанинг миллий урф–одатларимизга ҳурмат, тилга эътибор ва қадриятларимизни таништириш билан бир қаторда бўлажак мутахасис касб эгасини– келажак пойдеворини ҳам тайёрланади.

Демак, нафақат тил ўргатиш, балки, инсон такомили учун муҳим бўлган омиллар, инсоний фазилатлар эгасини ҳам шакллантирилади. Шунинг учун ҳам таълим соҳасида мустақил фикрлашга кенг эътибор берилмоқда. Келажак авлоднинг ҳар томонлама баркамол бўлиши учун бугунги кунда бир қатор имтиёзлар яратилган.

Иқтидорли ёшлар учун шарт–шароитлар, 2008–йил Ёшлар йили муносабати билан ишлаб чиқилган Давлат дастури, ёш авлодни қўллаб–қувватлаш борасида тайёрланган бир қатор қонун ва буйруқлар ижроси фикримиз далилидир.

Давлат аҳамиятига молик ҳар қандай қонун ўз ечими томон силжимоқда. Масалан, Кадрлар тайёрлаш миллий дастурига кўра таълим соҳасида узвийлик бўйича масалалар.

Халқ хўжалигининг турли соҳалари учун мутаҳасислар тайёрлайдиган олий ўқув юртларида чет тилини ўрганишга иккинчи даражали масала сифатида қараб бўлмайди.чунки мамлакатимизнинг халқаро алоқалари жадал ривожланиб бораётган, турли чет эл корхоналари, фирмалари билан хамкорликда иш олиб борадиган ташкилотларимиз сони ўсиб бормоқда. Бу алоқаларни янада мустаҳкамлаш учун чет тилини ўз касби доирасида мукаммал биладиган мутаҳассисларни тайёрлаш давлат аҳамиятига молик масала ҳисобланади.

Шу сабабли ҳам халқ хўжалигининг турли соҳалари учун мутаҳассислар тайёрлайдиган олий ўқув юртларида ўқиётган талабаларни ўзлари танлаган ихтисосликка оид чет эл адабиётлари билан мунтазам таништириб бориш тил ўқитишнинг зарур шартларидан бири бўлиши керак. Талабалар бу адабиётларни ўқиш даврида ўзларига нотаниш бўлган сўзлар ва терминларни ҳам ўзлаштириб боради.

Бу айниқса чет тилини ўрганишга кам соат ажратилган чет тилига иҳтисослашмаган олий ўқув юртларида муҳим ақамиятга эга.

Ўзбекистон Республикаси Кадрлар тайёрлаш миллий дастурини амалга оширишнинг иккинчи дастурини амалга оширишнинг иккинчи босқичида “ўқув – тарбиявий жараённи илғор педагогик технологиялар билан таъминлашнинг муҳимлиги” алоҳида қайд қилинган. Шунинг учун ҳам мамлакатимиз ўқув юртларида педагогик технологияга қизиқиш ортиши бунга турлича қарашлар ва бу тушунчани ўзига хос талқин қилишлар,шунингдек, педагогик технологияни ўқув жараёнига жорий этишга хам турлича ёндашувлар содир бўлмоқда.

Шунинг учун ҳам педагогик технологиянинг моҳияти, унинг назарий асослари, ўзича хос хусусиятлари ҳамда бу технологиянинг мамлакатимиз таълим тизимига жорий этишнинг аҳамияти ҳақида фикр юритдик. Зеро, ўқитишга технологик ёндашувнинг ўзбек халқ педагогикаси ғоялари билан уйғунлаштириб ўқув жараёнига татбиқ этиш, кадрлар тайёрлаш сифатини жаҳон таълим стандартларига мувофиқлаштиришда алоҳида ўрин тутиши муқаррардир.

Ўқитишга технологик ёндашиш, яъни ўқув жараёнини хам ишлаб чиқариш жараёни каби такрорланувчан характерга эга бўлишини таъминлашга оид дастлабки изланишлар ўтган асрнинг 50–йилларида америкалик педагог олимлар томонидан олиб борилган.

Бунга асосан шуни таъкидлаш лозимки, ҳозирги кунда “педагогик технология” тушунчасига “янги”, “илғор” ва “прогрессив” каби сўзларнинг қўшиб айтилиши ҳам нисбий мазмунга эга. Ҳусусан, Ўзбекистонда ўқитишга технологик ёндашишни оммалашмаганлигининг сабаби, бу усулни “тест” ва “бихевиаризм” тушунчалари билан боғлиқлиги, собиқ иттифоқ миқёсида улардан педагогик амалиётда фойдаланишни узоқ вақт ман қилинганлигидир.

Педагогик технологиянинг туб моҳияти, ўқитишнинг анъанавий оғзаки баён қилиш усулидан воз кечиб, талабаларни кўпроқ мустақил таълим олишга ундашдан иборат.

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VIRTUAL REALITY IS THE NEW APPROACH OF TEACHING FOREIGN LANGUAGES

Makhmudov Sh.M., *student, TUIT named after Mukhammad Al-Khwarizmi,*
Alimukhamedova Kh.R., *teacher, TUIT named after Mukhammad Al-Khwarizmi*

Abstract. *The main aim of the article is to describe new learning technology VR in learning foreign languages, to state the great importance of IT in the process of studying. Besides that, one serious problem arises with people who have physical disorders and who inhabit distinct places to catch. That is why, the utilization of VR in education system creates so much meaning for us. The new method called beg studying improve life. Does VR really have the ability to ease the process of learning foreign language?*

In order to stay connected to the contemporary world our education system is required to implement new technologies. In this case, Virtual Reality is the next logical step in the development of the Education System. VR is the tool for

delivering what is known as experiential learning. The education theory is based on the idea that we learn and remember things much better when we practice something by ourselves rather than by simply observing someone else do it or being told about it. According to the resent experiment have been carried by professor Ann Schlosser at the University of Washington, VR even has the ability to make the development of false memories happen. Since involvement is a key point in helping students not only learn more quickly but also remain what they learned. These powers can be harnessed in teaching and learning foreign languages. Mondly's CEO, Alex Iliescu said that: "The biggest things that keep people from actually speaking and using new languages are fear and lack of life-like practice. We're filling the conversational gap of traditional language education." The average language learner normally takes up to about 5-7 months before trying to begin a conversation. But with VR the fear of not speak is reduced. If you talk with a responsive character that looks like a human it will give learner to achieve the same result as real world. It feels like an actual conversation, but without any gadgets people will think you're sounding stupid. Expanded Teaching Possibilities Modern education system has issues with the limited ability to describe and explain ideas in a more practical and accessible manner. This approach of explaining things is usually miss affair where some students get the purpose while others are unable to try and do that. While this is a lesser challenge in humanitarian sciences, it becomes essential when it comes to physics, programming language and foreign language. Another factor that might be greatly

Improve learning language by implementation of VR is inclusively of the students with numerous disabilities into the academic method. For instance, now with the help of the VR they do not need to go to schools, extra lessons, special places like libraries or waiting conversation clubs which are once in a week. They will enroll curse by distance and can save their assets which is time. Another cool example can be "best friend" program. This program creates friend who can be seen only for you. If you talk by yourself people can think you are stupid but if you have friend who knows foreign language very well it would be very good for you to practice speaking skill. It will also provide them an opportunity to experience out-of-reach things, however it can be also very sensible in the everyday education process. One of the difficult thing in learning any skill is keeping attention of the classroom. Now we call them distractions. Shabin Sharma said so well "Addiction to distraction is the loosen". Also in learning new foreign language people use their mobile devices. I do not have any judgments on that kind of IT technology but using them in the right way is key of success. VR gives opportunity to students avoid this kind of distractions in the leaning process. Well-orchestrated Virtual Reality experience can totally shut off the student's focus from any distracting factors and amp up his concentration on the subject considerably. You will only concentrate on learning new language after all lessons you can again use them as before. People used class room teaching method approximately 50 years ago. If you look our modern way of learning new language you can see the same method but a little bit changed. My English teacher N.Tillayeva

said so well : "After teaching so many years students from all over the world I realized that there is no other way of learning foreign languages. Only practice, practice and practice ". It is true, if you want to develop your writing skill set you should practice to write or if you want to increase your speech you should speak.
And I really like feedback when it comes to learning a new language. Expect feedback from powerful technology will not only give suggestion improvements in terms of vocabulary but also provide support you become a more confident speaker.

In the process of a study the outline of all main information technologies used in learning foreign languages was given, the great importance of IT in the learning process as well as in the process of raising motivation among students was proven as well. Application of VR interactive technologies substantially improves the quality of lesson material and raises the motivation, at the same time individualizing the language learning. Taking into account all the above-mentioned factors we can draw a conclusion, that in the modern society, where it is difficult to surprise students by something, the use of VR can become an additional tool that will introduce the originality into the educational process, inspiring students for further creativity and motivate them to a higher level. Therefore, the implementation VR in the educational process became one of the substantial parts of professional competence.
Virtual Reality technology offers numerous exciting opportunities for learning foreign language. Save your time and practice with VR you will reach to high new level.

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USING CREATIVE WRITING AS A TOOL FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

Makhkamboyev Sh., *student, TUIT named after Mukhammad Al-Khwarizmi*

Abstract. *The aim of this article is to describe the issue of creative writing and explain its possible contribution as a tool for teaching and learning English and to find out through a questionnaire survey among teachers of English, what their attitude is towards using creative writing exercises in their lessons, whether they see creative writing as a tool with positive effect on developing their students' language skills and how frequently they actually use it in their teaching practice.*

Being able to communicate effectively is in the contemporary world one of the most important qualities that a person should acquire no later than throughout his or her early school years. Teaching students to communicate is definitely not as easy as a layman would imagine. The variation among students is very high and each of them has a different approach, different way of understanding and absorbing information. To teach students and pupils to communicate successfully, a teacher should carefully choose activities enhancing students' imagination, creativity, enthusiasm as well as reading and writing skills. Critical thinking, creating powerful texts either as a means of communication with the surrounding world or as a means of one's artistic expression are skills that can and should be trained since the early stages of education. One of the ways leading to the ability of expressing oneself in a written form can be creative writing, which will be the centre of this diploma thesis. In Uzbekistan, especially at the level of primary or lower secondary schools, teaching writing skills often does not have as much attention as it would deserve. As it was mentioned earlier, the writing skills are those enabling a person to express his or her ideas clearly and therefore successfully communicate. In the contemporary world, there is not only a huge demand for people speaking foreign languages, but also for people able to express themselves in a written form. Using social media such as *Facebook* or *Twitter* and communicating through the means of written language has become a common activity of millions of people all over the world. The need for teaching young pupils to be able to communicate through writing is therefore more and more important. What has been a centre of attention on a job markets in the last decade is the ability to speak English. This means that the ability to communicate and speak English are major criteria on the job market nowadays. Applying creative writing in English classroom from the early stages offers a great opportunity for pupils and students to develop those well-appreciated writing skills as well as to enhance their imagination, creativity, enthusiasm as well as motivation and most importantly practise English. During the years when I attended primary and secondary schools, the impact was predominantly on reading and speaking skills as they are often seen as those students might use most often. However, I believe that all of the language skills go hand in hand together and all of them should be practised as much as possible.

Despite writing might seem a lot easier to master (in comparison with speaking), it is actually more demanding. At first, it might sound as a simple noting down of what has been spoken, but there is a lot more than that. Writing and written communication in general has many of its specific elements and mastering them takes a lot of time and practice. As demanding as learning writing itself, is also teaching writing. It is a process during which teachers try to explain to their students the right use of characteristics of writing such as **permanence**, **production time**, **distance**, **orthography**, **complexity**, **vocabulary** and **formality** (Brown, 2000, p. 341). At the same time, there are several other important issues of writing that students need to master such as **spelling** and **punctuation** which has a crucial impact on the meaning of the message. Last but not least, distinguishing

between **genres** and paying attention to **cohesion** and **coherence** are issues that also need to be presented and acquired by students.

Concerning categorizing **creative writing**, linguistic sources and dictionaries differ. Sometimes it is listed as the fifth category next to the above mentioned ones, sometimes it is seen as a form of narrative writing. Nevertheless, no matter its category, as a tool for developing language skills – especially writing and reading, creative writing has a promising future that has been proclaimed by many professionals in the field of ESL/EFL (English as a Second Language/English as a Foreign language) all over the world. It definitely deserves teachers' as well as students' attention. In the following chapters of the theoretical part I will thus provide information on how it can be exploited as a tool in teaching English and what benefits it can bring.

1.2 Creative Writing

"When I went to college I took a creative writing class and decided in a week to be a writer."
—David Guterson

To provide a definition of creative writing at the very beginning of this chapter, I would like to cite words of Ken Hyland (2002) who argues that "we can see [creative writing as] any writing, fiction or non-fiction that occurs outside of everyday professional, journalistic, academic and technical forms of writing. Most typically we think of novels, short stories and poems in this category, but it can also include screenwriting and playwriting, which are texts to be performed, and creative non-fiction such as personal and journalistic essays" (p. 229). This shows us that creative writing covers a broad area of texts serving many different purposes. However, Hyland (2002) also points out that contrary to academic writing which is focused on "rhetorical conventions and discourse expectations of disciplinary communities" (p. 229), the main focus of creative writing is on self-expression.

Recently, creative writing has become an independent academic discipline (Hyland, 2002, p. 229), especially at the universities in the United States. Students usually enrol to particular creative writing courses, choose between fiction, poetry, screenwriting or playwriting and further develop their writing and editing skills in the particular area (Hyland, 2002, p. 229). Finally, at the end of their studies, they earn either bachelor or master's degree, depending on their study program.

Despite opening creative writing programs and courses at the world's major universities, it has become quite popular in recent years also in terms of its usage in EFL teaching. Just to illustrate the popularity of the phrase, I would like to mention the number of hits when "creative writing" is typed into Google search. In an instant, about 36,000,000 results emerge which proves it to be a topic of great interest. According to *Google Trends*, the issue is currently mostly searched in Trinidad & Tobago, Australia & New Zealand, Ireland, United Kingdom, Pakistan, Singapore, United States and South Africa (Google Trends, 2015). This also reflects the countries from which professionals publishing articles and books about creative writing come from or the regions where they work.

One of the leading figures in the area of using creative writing in teaching English is Alan Maley, who published numerous articles concerning creative writing in teaching English on well-known teaching-related websites and journals. As an example of the websites, I would like to mention *Teachingenglish.org.uk* powered by British Council and BBC. His article based on a short-scale survey can serve as a guide for those who are just at their beginning with using creative writing in their classrooms (Maley, 2009).

At this point, however, it is necessary to mention that in my thesis, I will not deal with creative writing as an activity leading towards becoming a published author. On the contrary, I will pay attention to using features of creative writing as a tool for developing writing skills in teaching English as a foreign language. The aim of the actual use of creative writing features in teaching English is then to allow students to express themselves freely, raise their motivation, creativity and imagination and practise writing skills.

1.3 Creative Writing and Motivation

Creative writing, as supported by various professionals in the field of language teaching, is beneficial for students in many respects. Not only it **entertains** students, but it also **fosters** their **artistic expression**, **explores** the **functions and values of writing**, **clarifies thinking**, **stimulates** their **imagination**, helps them in their **search for identity** and last but not least it **enables them to learn to read and write** (Tompkins, 1982, p. 718-721). Its engaging nature allowing students to express themselves and present their world views also helps teachers to raise students' motivation.

Motivation itself is quite a complicated issue which is hard to define in simple terms. There have been many psychological studies during the past century aimed at explaining human motivation. However, their conclusions differ considerably, depending on the particular school, its researchers and their beliefs. One of the possible definitions is given by *Encyclopaedia Britannica*, which states that motivation may be regarded as "enforces acting either on or within a person to initiate behaviour. The word is come from the Latin term motivus ("a moving cause"), which says the activating properties of the processes contained psychological motivation" (Petri, 2014). Dörnyei (2001) simplifies it a bit which results in the following definition: "motivation explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity" (p. 7).

In teaching and learning English (as well as any other foreign language), motivation is indispensable. "Students motivated to learn about a topic are apt to engage in activities they trust will help them learn, such as attend carefully to the instruction, mentally organize and rehearse the material to be learned, take notes to facilitate subsequent studying, check their level of understanding, and ask for aid when they cannot understand the data (Zimmerman, 2000). Collectively, these activities improve learning" (Pintrich & Schunk, 1996).

Creative writing might be then seen as an activity boosting student's motivation because it allows learners to express their ideas freely, create something brand new as well as enjoy playing with language.

It is right at this point, when it should be pointed out that in order to learn successfully and keep students motivated, it is extremely important for students to have healthy self-esteem. As Dörnyei further explains, "self-esteem and self-confidence are like the foundations of a building: if they are not secure enough, even the best technology will be insufficient to build solid walls over them. You can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to `bloom' as learners" (Dörnyei, 2001, p. 86). Using creative writing can be beneficial for students with a low self-esteem, for it provides them space for self-discovering and self-expression, gradually allowing them to realize their abilities and hopefully also raise motivation. However, teachers should be careful about their expectations since "the study of motivational strategies is still a largely uncharted territory in L2 education. There is no doubt that student motivation can be consciously increased by using creative techniques, but we know too little about the details of how this could or should happen" (Dörnyei, 2001, p. 144).

However, as the most important instruction for creating motivating others in a class in which educators would like to utilize creative writing as one of the tools, the following motivational methods can be used.

1.4 Creative Writing and Students

Creative writing is always wrongly trusted to be an activity aimed especially at naturally gifted learners and many times it is connected predominantly with practising one's mother tongue. However, as Sharples (1999) notes, "Creativity is not a power held by a few gifted individuals, but is an everyday activity" (p. 36). All students can be creative, think creatively and write creatively. In fact, practising one's creativity is an activity that can enrich both one's life and his cultural surroundings. If the person succeeds in his creative-driven career, also culture and science can benefit greatly. First and foremost, however, students need practice. As Sharples (1999) adds, "Great creativity is usually the product of a long apprenticeship and considerable effort" (p. 37).

A large part of the 'considerable effort' can be done at school by using numerous challenging and creative activities. They can be used effectively in many classes – especially the language ones.

The article explained that using creative writing events can be a beautiful and exciting area of teaching, allowing educators to be creative, prepare creative materials and ignite the spark of creativity in students, help them find motivation and learn the language by actually using it themselves, cope with their own mistakes, show them the world of literature and writing. Teachers can also improve their own writing knowledge as well as get to know their learners, their abilities, worries, dreams and ideas. Using creative writing as a tool for teaching English is thus a unique way of creating a better relationship and understanding of each other

in a very human way where next to language skills also other important personal skills such as self-esteem and self-confidence can be developed.

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PECULIARITIES OF TEACHING FOREIGN LANGUAGES IN A TECHNICAL UNIVERSITY

Salakhova E.Z., *senior teacher, TUIT named after Muhammad al–Khwarizmi;*
Melibayev A., *student, TUIT named after Muhammad al–Khwarizmi*

Abstract. *The purpose of this article is to consider some common difficulties encountered in teaching foreign languages in technical higher educational institutions. There have been analyzed some problems in teaching a foreign language to technical students. There are some recommendations for teachers to motivate their students to learn and master a foreign language.*

The teaching of English as a foreign language is now one of the most important subjects in most countries. The implementation of English has brought along the need to establish clear objectives that are different to the ones traditionally assigned to higher establishments. While in secondary schools we still find, in many cases, a teaching based in the formal aspects of the language, i.e. only grammar. As a result of this point of view, the different educational institutions have decided to establish, as the main purpose of the EFL teaching, the development of the four skills: listening, speaking, reading and writing. However, the implementation of this approach has not been trouble-free as many teachers insist on asking their children to understand every single word they listen to or read, or expect their pupils to write or speak without making the mistakes normally found in the process of acquiring any language.

In this century, in the century of information technology, knowledge of a foreign language has become an indispensable attribute of a successful specialist. The importance of foreign language skills in the modern world is difficult to exaggerate.

The competitiveness of a technical university today is determined not only by the level of teaching fundamental disciplines, but also by the quality of teaching foreign languages. However, despite the existing need of society for specialists of various profiles who are fluent in a foreign language, as well as the growing interest of students themselves in receiving quality training in foreign languages, it is not possible to develop speech communication skills during the years of study in a technical college with a significant number of students. Knowledge of a foreign language is a prerequisite for education in modern society. Adoption of the law on foreign languages in 2012 in our republic is very actual and important. Therefore, at present special attention is paid to the study of a foreign language in the universities of our republic, especially in Tashkent University of information technologies. In connection with the introduction of the Credit system of education in TUIT in the 2018-2019 academic year, great attention is paid to teaching English, and the students are greatly interested in learning a foreign language.

A good specialist in the field of ICT has the following requirements: the ability to search for information on their specialty, both in domestic and in foreign literature; logically interpret the extracted information; use different types of reading, such as learning, introductory; be able to keep up a conversation, etc. Expanding ties with foreign specialists requires a modern engineer or programmer to be able to communicate freely in a foreign language without a translator, to actively use common vocabulary and professional vocabulary. Consequently, the system of training specialists in technical universities should meet the evolving needs of society. Teaching a foreign language at a technical college should be professionally oriented. The essence of vocational-oriented teaching of a foreign language lies in its integration with the main disciplines in order to acquire additional professional knowledge and form professionally significant personal qualities.

A graduate of a technical university with a good knowledge of a foreign language has great prospects not only in communication with foreign colleagues, but also the opportunity to undergo advanced training outside their state. It is also possible to pursue a master's degree program in foreign universities, participate in foreign conferences and continue to engage in scientific work based on foreign language sources. In particular, good prospects, both among students and teachers of TUIT, thanks to mutually beneficial bilateral relations with some leading foreign universities in the field of ICT, in particular with the Korean INHA.

Therefore, a professionally oriented study of a foreign language in a non-linguistic university is essential. However, when learning a foreign language in a non-linguistic university, a number of problems and contradictions arise, caused by the conditions of study. These include:

- lack of training hours;
- lack of motivation of students in learning a foreign language;
-the low level of training in the foreign language of applicants from non-linguistic universities;
-traditional teaching method.

And also, there are some objective factors, for example, for students of technical specialties, learning a foreign language is more difficult due to the purely technical mentality and lack of linguistic intuition, contributing to the perception of linguistic realities. In this regard, the process of teaching a foreign language to technical students is more difficult, and the results are less noticeable than the results of students of humanitarian faculties. As you know, motivation plays a crucial role in learning a foreign language. According to numerous studies of the majority of students of technical universities, the motivation to learn a foreign language is quite low, since they pay more attention to specialized subjects than secondary ones. Perhaps this is due to the lack of need to use a foreign language as a means of obtaining new intellectual information when studying at a university or after it.

Over the past two decades, an increasing interest in a communicative approach to teaching foreign languages in the world should be noted. This trend is noted and higher educational institutions of the Republic of Uzbekistan. Communicative learning aims to master students' communicative competence, which allows them to practically implement the skills they have learned in order to successfully solve communicative tasks. In modern conditions, the focus of education at the university should increasingly shift towards the ability to practically apply the acquired knowledge of a foreign language by graduates of technical universities. Students' needs for communicative language activities should be taken into consideration in teaching English in technical higher establishments.

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SECTION IV

INTEGRATION OF FOREIGN LANGUAGE INTO MILITARY EDUCATION

ҲАРБИЙ СОҲАГА ОИД АТАМАЛАРНИ ЎРГАНИШ ВА ЎРГАТИШДА ЛУҒАТЛАРНИНГ ТУТГАН ЎРНИ ВА ВАЗИФАСИ

Алимов Ф.Ш., *ф.ф.д.(PhD,)Андижон давлат университети*

Abstract. *This article deals with the problems of compiling different types of dictionaries including the dictionaries of military terms and with the methodological problems of improving the skills of using the dictionary according to the needs and aims.*

Бугунги кунда турли тиллардаги сўзларнинг таржималарини топишда ёрдам берадиган полиграфик, лингвистик луғатларни яратиш, шу билан бирга инглиз тилидаги сўзлар, сўз бирикмалар, фразеологик бирикмалар, сўзларнинг синонимлари ва антонимларини замонавий ахборот технологияларидан фойдаланиб ўргатиш усулларини такомиллаштириш муҳим аҳамият касб этмоқда. Тараққий этган мамлакатларда тил ўрганувчиларнинг лингвистик компетенциясининг таркибий қисмларини ривожлантириш, лексемалар семантик структурасини тил ва маданият муштараклиги тамоийили асосида тадқиқ қилинаётганлиги алоҳида эътиборга моликдир.

Сўнги йилларда лингвистик луғатлардан фойдаланиш методикаси масалаларига бағишланган илмий тадқиқот ишларининг жуда камлигидан келиб чиқадиган бўлсак, ушбу соҳага жиддий эътибор бериш кераклигини алоҳида таъкидлаш мумкин. Бугунги кунда ижтимоий фаолиятнинг турли соҳаларига оид соҳавий луғатлар тузиш долзарб масалалардан ҳисобланади.

Шунингдек, ҳарбий соҳа вакилларининг лексик компетенциясини ривожлантиришда лексик бирликларнинг лингвистик, дидактик ва психологик асосларини ўрганиш, хорижий тил таълимида полиграфик, электрон луғат ва уларнинг турлари, лингвистик луғатлардан фойдаланиш методикасини ишлаб чиқилганлиги билан аҳамиятлидир. Илм–фан ва техниканинг жадал суратлар билан ривожланиб бораётгани кўплаб янги сўзларни пайдо бўлишига сабаб бўлмоқда. Бу холат, табиийки луғат таркибини янада кенгайиб боришига олиб келади.

Тил ўрганувчиларда лексик компетенцияни ривожлантиришда лингвистик луғатлардан фойдаланиш методикасига нисбатан эҳтиёжнинг ўсиб бориши чет тил ўқитиш мазмунини ва мақсадларини қайта кўриб чиқиб замон талабига мослаштириш, бугунги кундаги ечимини кутаётган масалалардан ҳисобланади дейиш мумкин. Чет тил ўрганувчиларнинг лексик компетенциясини ривожлантиришда лексик бирликлар, фразеологик

бирикмаларни ўзлаштиришдаги қийинчиликлар луғатлардан фойдаланиш заруратини янада оширмоқда. Ҳарбий соҳа вакилларига чет тил ўқитишда, сўз бойликларини оширишда тизимлилик, изчиллик ва кетма–кетлик, онглилик ва фаоллик, тушунарлиликни таъминлашда кўргазмалилик муҳим ўрин тутади. Бу эса тасвирий луғатлар тузишга бўлган заруратни келтириб чиқармоқда. Бундай луғатларда сўзларнинг улар ифодалаётган тасвир расмлар асосида берилиши улар англатаётган маънони тил ўрганувчи томонидан осон тушуниб олишга ёрдам беради ва уларни нутқ жараёнида қўлланишини осонлаштиради. Шунингдек, чет тил ўрганишда ва сўз бойлигини оширишда синоним ва антонимларни берилиши ҳам мақсадга мувофиқ. Бу эса сўзларнинг синоним ва антонимлари келтирилган, турли соҳалар асосида жамланган алоҳида луғатлар тузиш зарурлигини ҳам кўрсатмоқда.

Бугунги кунда полиграфик ва электрон луғатлар ва уларнинг турлари тобора кўпайиб бормоқда. Шунинг учун ҳам чет тил ўрганувчиларда луғат билан ишлаш кўникмаларини шакллантиришга ҳам алоҳида эътибор қаратмоқ лозим. Бунинг учун турли таълим муассасалари (ҳарбийларни тайёрловчи муассасалар)даги тил ўрганувчиларга луғатларнинг турлари, вазифаси, роли, улардан қандай фойдаланиш хусусида тушунчалар бериш луғат билан ишлашни такомиллаштиришга мўлжалланган машқлар тизими ҳамда кўрсатмалар ишлаб чиқиш мақсадга мувофиқ.

Ҳозирда электрон луғатлар жуда ҳам тез ривожланиб кетди ва уларнинг миқдорини аниқ кўрсатиб бўлмайди, чунки уларнинг сони кундан–кунга ортиб бормоқда. Улардан барча соҳа вакиллари, жумладан ҳарбий соҳа вакиллари ҳам кенг фойдаланмоқдалар. Маълумот ва ахборотларни тез олишни талаб этадиган ҳозирги замонда электрон луғатларнинг мавжудлиги жуда ҳам долзарб масала ҳисобланади. Ҳарбий атамаларни мультититрли луғатдан кенг фойдаланган ҳолда ўзлаштириш имконияти мавжуд. Мисол учун, мазкур электрон луғат 197 та ҳарбий термин, 65 та ҳарбий–денгизчиларга оид терминларни ўз ичига олган.

Ҳарбий соҳага оид атамаларни ўрганиш ва ўргатишда луғатшунослар ҳарбий атама ва тушунчаларни ягона тизим ва бир хил мазмунда тушуниш ҳамда шахсий таркибнинг жанговор ва ижтимоий–сиёсий тайёргарлик самарасини ошириш мақсадида луғатларни яратишлари асосий вазифалардан бири ҳисобланади. Бунда Қуролли Кучларимизда қўлланилиб келинаётган ҳамда хорижий армияларда мавжуд ҳарбий техника ва қурол–аслаҳа намуналарининг тавсифлаш, шу билан бирга Қуролли Кучларимиз ҳаёти, фаолияти, жанговор ва ижтимоий–сиёсий тайёргарлиги, қўшинлар хизмати каби барча масалалар кенг ёритиб берилиши лозим.

Ҳарбий соҳага оид луғатларнинг жанговор ва ижтимоий–сиёсий тайёргарлик тизимидаги амалий жиҳатларидан яна бири шундан иборатки, машғулот раҳбари томонидан машғулотга тайёргарлик кўриш ва шу мақсадда зарурий ҳужжатларни шакллантириш мобайнида адабиётлар қидириш ва айримларининг матнларини таржима қилишга сарфланадиган

вақт сезиларли даражада қисқаради. Мисол учун, ҳарбий мухандислик тайёргалигининг портловчи ишлари мавзусида ўқув материалини тайёрлаш учун, машғулот раҳбари даставвал асосий тушунча – “Портловчи моддалар” атамасига мурожат этиб, сўнгра унга қулай бўлган изчилликда “Инициирловчи портловчи моддалар”, “Портловчи симоб”, “Қўрғошин азиди”, “Тенэрес”, “Капсюлли таркиблар”, “Бризантли портловчи моддалар”, “ТЭН”, “Гексоген”, “Тетрил”, “Тротил”, “Пикрин” кислотаси”, “Пластик портловчи модда”, “Аммиакли селитра”, “Тутаб ёнувчи порох” ва “Тутунсиз порох” каби атама ва тушунчаларининг изоҳларига мурожат этса мақсадга мувофиқ бўлган бўлар эди.

Хулоса қилиб айтганда ижтимоий ҳаётнинг турли соҳаларига оид луғат турларининг кўпайиши бугунги кундаги жамият тараққиёти билан боғлиқ бўлиб, улардан амалиётда фойдаланиш йўлларини осонлаштириш учун чет тил ўрганувчиларни жумладан, ҳарбий соҳа вакилларини ҳарбий соҳага оид атамаларни ўрганиш ва ўргатишда ушбу луғат турларидан мақсадли ва самарали фойдаланишга ҳам ўргатиш муҳим аҳамият касб этади.

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INTEGRATION OF FOREIGN LANGUAGE IN MILITARY EDUCATION

Aktamov Sh.U., *student, TUIT named after Muhammad al–Khorezmi*

Aminova R.F., *student, TUIT named after Muhammad al–Khorezmi*

Abstract. *This article reveals the special role of integration in the educational process at the university as a means of developing students' systemic thinking, as well as increasing the motivation to learn a foreign language at a military university.*

The ongoing reform of the military education system is characterized by a change in the goals, content, methods and means of teaching at the university, that is, the way to build the educational space. A special feature of the foreign language training of a military specialist in modern conditions is its focus on mastering linguistic and sociocultural knowledge, as well as on improving intellectual and

cognitive abilities that ensure effective solution of military professional and communicative tasks by means of a foreign language.

The analysis of psychological and pedagogical, philosophical, linguistic and methodical literature provides a basis for using the term “linguistic” or “linguistic training” in relation to the process of language teaching in military high schools. The concept of “language training” includes such components as student–centered learning, activation of the learning process, foreign language speech activity, motivation for improvement in speech activity, for learning languages, as well as the formation of communicative competence.

The specifics of a military university is associated with strict regulation of life and, in particular, the learning process. The task of the teacher is to interest students, to create conditions for the exercise of cognitive activity and the manifestation of the creative abilities of each student.

This requires the revitalization and development of students' cognitive and creative activities, increasing the effectiveness of the educational process, the formation of professional competencies.

One of the main components of the cadets' language training is the development of foreign language activity of the cadets.

The development of students' foreign language speech activity is a purposeful process of both the formation and transformation of speech activity, during which the development of speech actions leads to the formation of speech skills and abilities, which, in turn, improves the quality of education of cadets.

One of the main tasks of a teacher is to create conditions for the self–development of each student. One of these conditions is the properly organized independent work of students in the study of a foreign language, since deep, solid knowledge and stable skills can be acquired only as a result of independent work. It is important to form the ability of the students to formulate the main goals of the work performed; analyze the situation and draw conclusions, abstract the content and highlight the essential; arrange information in the form of an abstract or report; plan independent work, use modern reference sources; perform self–control at work, objectively evaluate the result, and so on. [1]

An effective organization of independent work of students, of course, should be based on the basis of methodological support: for example, computer programs for independent work, textbooks, including texts for independent reading, sections on scientific annotation and summarization of literature in the specialty, collections of exercises and tests on grammar for self control and so on. Competently organized independent work of students allows eliminating the orientation of the “average” student in the process of learning, increases interest in achieving better results in learning activities for greater professional performance in the future. Cadets acquire the ability to purposefully shape themselves as a creative person, to manage their own activities and behavior. Immersion of the student in the techno–linguistic environment undoubtedly contributes to the intensification of the process of learning a foreign language.

The language of the student today is full of scientific, technical and special military terms with which he meets in the process of training in his special disciplines and quite clearly understands their meaning. This kind of knowledge must be used in the process of learning foreign languages, especially since many of these special words are international. These words can act as supports in the process of immersion in the techno–linguistic environment, on the one hand, and on the other hand, contribute to the processes of integration of special disciplines and the teaching of a foreign language to future specialists.

Interdisciplinary communication plays an important role in teaching a foreign language and is closely interrelated with the life experience that students have at the time of study and which is formed in their process of mastering a specialty. In this case, the question of defining common problems arises and, on the basis of already existing knowledge, combining the vision of the problem and possible solutions to it in a foreign language. Since the achievement of successful learning outcomes, including a foreign language, crucially depends on the direction, degree of independence, manifestation of creative abilities and internal activity of students, the nature of their activities, these factors should serve as an important criterion for choosing the method that the teacher achieves in the learning process of the tasks assigned. Accounting and application of such aspects of teaching as the life experience of students, immersion in the technical language environment, the use of interdisciplinary connections by a high school teacher is aimed at enhancing the language training of future military specialists.

The importance of mastering a foreign language at a level sufficient for the perception, understanding and assimilation of authentic information of a military–political nature is in access to sources that are not translated into Russian. Consequently, the purpose of linguistic training of cadets in a military educational institution is to form and maintain students' level of a foreign language that would allow processing and evaluation of information materials of foreign media. [2, p.114]

Work with texts of military–political themes contributes to raising the political culture of students, as well as expanding their horizons regarding events of international importance.

An important factor is the expression of a personal point of view on a particular situation, the assessment of what is happening, the prediction of possible consequences, which is a prerequisite for the formation of the military–political thinking of a military specialist.

Linguistic training of cadets in most military schools is carried out on the basis of the department of foreign languages. However, the amount of time spent on learning a foreign language, different levels of basic school preparation of students, and other factors often prevent the departments from carrying out language training at a high level.

This situation necessitated paying special attention to the search for possible ways to intensify training in a foreign language through the introduction of

innovative learning technologies, improving the quality of their independent work, and engaging in research work in circles.

Work in the military–scientific circle includes lecture and individual lessons, participation in contests and conferences. The lecture sessions are intended to familiarize the cadets with general questions of linguistics, to lay the foundations of mastery of military terminology, to form the skills and abilities of the main types of translation, abstracting and annotating of military materials. Individual lessons are the work of scientific leaders with cadets to conduct specific scientific research, preparing for the publication of scientific articles, speeches at branch conferences.

The study contains material in Russian and English about the history of development and the first test flight of an unmanned aerial vehicle. A comparison was also made of the technical capabilities of American and Russian aircraft. A speech at a meeting of the military–scientific group was accompanied by a video show and a presentation demonstrating photographs, documents, and text material.

The presented study interested the audience, attracted the attention of cadets, increased motivation to learn foreign languages.

Thus, the study of foreign languages in the Military Educational and Scientific Center is not limited to the framework provided by the curriculum. Considerable attention in the improvement of linguistic training of students is paid to extracurricular activities, participation in research work that arouses a keen interest of cadets, activates their mental activity, contributes to the formation of general cultural and professional competencies. [3, p. 452]

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ACTUALITY OF FORMATION OF FOREIGN–LANGUAGE AUTONOMY OF THE CADET OF MILITARY HIGHER EDUCATION INSTITUTION DURING THE TRAINING IN THE FOREIGN LANGUAGE

Akhmedjanova D.A., UzSWLU, teacher

Abstract. *The article devoted to the problems of military education. Relations between officers in the modern multicultural environment of communication, both socially and professionally. The article suggests that the courses will meet the requirements of the time if they rely on universal and source language independence, which is the key to a comprehensive bilingual and bicultural*

formation of the future officer's personality. The formation of foreign language independence in the process of learning a foreign language in a military university is becoming important and defines natural component.

Nowadays, the formation of foreign language autonomy in the process of learning a foreign language in a military university is becoming important day by day and identifies its natural component. In general, the formation of foreign language autonomy of the cadet is a way to intensify learning and multiply the effectiveness of the learning process in a foreign language. This improves the quality of teaching of foreign language, expands the possibilities for practical use of language by cadets, stimulates their interest in classes, which as a result should provide cadets with a higher level of foreign language skills necessary for their integration into the international professional, scientific and social environment. In studies of such a specific group as the military, attention is not paid to the role of autonomy.

In the conditions of a rapid increase in the volume of information, changes in the nature of service performance, the formation of future military independence becomes the key to its successful implementation both in person and in professional activities. The specifics of military service, which is characterized by a high level of responsibility, limited time for decision making, its dynamism, the use of the latest information technologies, the operation of new types of weapons and equipment, the use of modern forms and methods of warfare place special demands on the professional competence of the military and necessitate improvement the current system of their training.

Reforming military education based on state policy in the field of defense and education, the corresponding State educational standard in an effort to overcome existing shortcomings requires the creation of an anthropological determinism paradigm for training a future officer who is ready for self–actualization of his activities, self–development, personal self–determination. Educational strategy focuses on training diversely developed, ideologically convinced, morally and psychologically stable officer personnel who are able to creatively and effectively carry out the tasks assigned to them, competently make decisions in non–standard situations, constantly improve their competencies

In accordance with the new requirements for the training of officers in the new curricula for licensed specialties provides for the organization of through humanitarian and information training. This combination of versatile humanitarian education with vocational training contributes to the accelerated socio–psychological and professional adaptation of future officers in various areas of their activities, earlier professional self–determination and a successful career. Whereas the lack of humanitarian knowledge and relevant communicative and perceptual abilities and skills sometimes limits the freedom of military activity, it becomes a brake on solving his professional tasks [2]. However, speaking of the independence of future officers, one should not detract from the role of foreign language independence, which at present “is becoming one of the criteria of professionalism” [4] of a serviceman.

The need for the military, owning at least one foreign language – this is one of the established reactions of modern society, which changes the understanding of the final result of teaching a foreign language at a military university. In modern society, a foreign language is a means of communication, cognition, receiving and accumulating information. The future officer's level of foreign language is determined by the practice of foreign language communication, when reading literature in a specialty, by exchanging written information, such as articles and annotations to them, abstracts for international conferences, business papers. In modern conditions of service, formed because of the emergence of an innovative, rapidly developing multicultural activity environment, the officer has to use a foreign language, independently obtain the necessary foreign language information, use it, independently solve problems of further development of language competence.

In this situation, the improvement of the quality of language training of the future with a focus on its practical implementation in everyday professional activities in the army service acquires special meaning. Foreign language training of cadets meets the requirements of the time if it relies on the formation of foreign language independence, which is the key to a successful and effective bilingual and bicultural formation of the future officer's personality as a goal of teaching foreign languages at a military university. The following cause the urgency of setting as a new goal of teaching a foreign language in military educational institutions of higher education, the formation of the bilingual bicultural personality of the future officer.

The increase in interethnic and international contacts, as one of the distinguishing features of the modern information society, contributes to a change in understanding about the preparation of the future military, "which cannot be viewed in isolation from the rapidly developing information space" [1]. In this regard, the "lingvoinformation educational" space is presented as the newest and rapidly expanding information environment of modern multicultural language reality, as a new type of technological, psychophysical and socio–cultural being of the multilingual and multicultural personality in general" [1]. The information environment contributes to the formation of the future officer as a bilingual and bicultural personality through the "transfer to the reality of competences acquired in the linguistic information environment" [1].

N.D. Halskova also believes that language training on the principles of interculturality provides social mobility and is a tool for the creative development of an active, independent person who is aware of herself as a citizen of her own country and also a subject of a dynamic and multicultural environment of modern civilization [3]. The priority direction for the existing Russian army is the organization of partnerships and strategic interactions with the armies of a new type of other countries through communication. Building relations and relations between the armies of the countries of allies and opponents requires military readiness and the ability to conduct professional communication with

representatives of other cultures as a full–fledged member of this multilingual multicultural professional association.

The process of significant changes in the military security doctrine, the constant growth of investments in the army, the rapid renewal of the weapons of the Allies and Opponents makes the formation of its readiness and ability to independently receive foreign language information about the characteristics of the new military in the course of training a military specialist equipment, training techniques and other important factors from the “linguistic information environment” [1]. Joint exercises require the ability of the military to exchange experience with representatives of other cultures, which will ensure long–term readiness for professional activities in the context of continuing globalization.

It is in the process of the formation of foreign language independence that the future military acquires the skills and abilities necessary for the implementation of independent, both educational and professional, activities, regardless of the conditions for its implementation; personally significant qualities that will be "a prerequisite for the development of its potential" [4]; gains experience in solving educational problems and creative activity, reflection of results.

Taking into consideration information above we can conclude that the foreign language independence of cadets is of particular interest, which in modern conditions is one of the factors affecting the readiness of a graduate of a military college to withstand competition and take a worthy place not only in a professional environment, but also in the international community.

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MODERN APPROACH TO TEACHING ENGLISH IN MILITARY COURTS

Salimova Kh.R., *student of TUIT named after Muhammad al-Khwarizmi*

Abstract. *In this article provides ideas on teaching English and its modern methods in military specialities. Studying of English as foreign language was*

analyzed. In this clause we certain to analyze the idiosyncrasy of both usual and new epistemology of educating Humanities. Understandably, single of the focus of whatever epistemology in alien speech educating is to develop the alien speech facility of the pupil.

Now is the entire planet educating alien speech, largely Humanities has get a crucial role of teaching in each its' forks. We buoy even more obtain cardinal primary kinds of Humanities speech educating epistemology similar educating Humanities exploitation usual and new epistemology. On the other hand at the new time in the entire planet schoolteachers likely to apply new epistemology each the age. This turns crystalize when we looking at the outcome procured exploitation these cardinal way. As outcome exhibit now new epistemology admit learns of find out to intercommunicate the valid speech fairly than the usual approach. Entrancing into attention this factor the administration of our state is behavior a plenty in ordering to modernize alien speech educating in Uzbek exploitation new epistemology. As a crystalize instance of this we buoy make mention of the statesmanlike ordinance N1875 elderly Dec 10, 2012 "On size of growing alien speech learning". As it is mentioned in this principle, it is significant to educate alien speech exploitation anecdotic way, which authorizes schoolteachers to stimulate their learners to get originative students. In this clause we certain to analyze the idiosyncrasy of both usual and new epistemology of educating Humanities. Understandably, single of the focus of whatever epistemology in alien speech educating is to develop the alien speech facility of the pupil. Nevertheless, usual epistemology is supported principally on a discount on the structured mechanism of exploitation a alien speech into subsets of distinct ability and regions of ability in separation. Next on from this, usual epistemologies are powerfully related with the educating of speech which is victimized in a definite area connected to the learners' being or exercise. As explicit in the textbook "Educating Humanities as a alien language", "the identification that various learners of Humanities require the speech representing particular supportive sites has diode to the educating of ESP–Humanities representing Especial or educating outturn composed: they consistent the reviewer almost "the growth of way and matters existence fashioned to educate Humanities representing principles, prescription, farming, technology, business and similar " [1,9], which indeed meant that the size of the line was regional to the particular dictionary and grammar of the opted area. Representing instance, farming way comprised entirely farming dictionary and each grammar was presented just in a farming case. Dictionary, noun phrase, and sampling decisions from additional areas and action, all the more from the domain of specifically anecdotic Humanities, were debarred. Distinct from usual epistemology, new mythos is even many educate–centralized.

According to Jim Copyist, the instructor's primary use is to "support knowledge to happen" which cover "involving" learners in what is loss on "close to entitling them to exercise at their have rush, close to not big continued interpretation, close to emboldening them to join in speak, interact, achieve item, etc. [3,18–19]. Concisely place, the learners are the nearly dynamic factor in this mechanism. The instructor is hither not to define on the other hand to advance and support learners to probe, try away, create knowledge captivating, etc.

Though existence crucial, the purpose of knowledge a alien speech according to new epistemology is yet argued, and thither is a diversity of potential focus. In his textbook "Knowledge Teaching", "Jim Copyread titles, that now a superlative urgency is place on "comment of meaning". He furthermore spotlights the anecdotic competency, which is, as he determines it, "existence capable to apply the speech representing essential communication». The cause of determining this argument is that we are fascinated in way of educating Humanities focusing on the growth of speech knowledge ability. Educating should be learner–centralized, motive bounds from inside, it buoy be sparked, on the other hand not inflicted from without, speech knowledge and educating are advantageous when they applicable student’s requires in specific naked truth, the attained speech ability have to serve the learners in workaday being. Speech educating and speech knowledge are advantageous whether they looking being a interaction mechanism when one’s sensation, measures and yearning are betrayed either at a extremely low equivalent or in covering action much as pastimes, representations, dramatizations, etc. Learners should develop ability of the speech actively over apply as feel is always transformed close to action. Control of speech cover the facility to explain letters and entail them in the case. Growth of speech control is hopeless without ability when learners feel the apply of the modern speech as an significant societal ability.

Several action are connected to literate, real, learned, sociological or additional size existence premeditated in the speech. Modern average represent extra possibilities representing learners to opinion and understand themselves as they attempt to us the speech in reliable distance. As representing trying, it shouldn’t be retributive, it should be a knowledge feel that is role of the on loss line, requiring learners in excavation away captivating troubles, existence motivational and a have in mind of extension representing learners. Synergistic way create it potential beguile added cultivation, growing are permissiveness representing dispute without mess of the have impression of individuality.

The apply of synergistic way furthermore suggests entrancing the speech and its knowledge away of the room as the planet opens up jam traveling, application and common concern. 2nd speech knowledge is a developmental mechanism. Students apply existent ability to create the arriving data accessible and they have

to actively apply the modern data, patch debut, synergistic way instructor should capture into thoughtfulness learners desirable knowledge type and to even the educating type to actualize optimum knowledge in the room. So various professionals concern to this epistemology as the Communicatory Speech approaching. Added grouping of writers dicephalus close to Broughton purport a dissimilar concept. They location away that alien speech are learned "not just representing the student to be capable to address to a alien enclosure friend" on the other hand to diversify his or her vistas close to preceding "definite distance of thought almost age, place and amount and posture towards" matters we get to visage in every period being. Tersely place, any humans study a alien speech nearly significantly to be capable to intercommunicate with alien humans and additional humans study a alien speech overhead each to look the planet from a dissimilar location of opinion, to identify modern accessions to being or to obtain away almost additional suavities. In new epistemology as has been highlighted almost the use of enunciation is significant. Speech cannot be set–apart from vocalize. We buoy all the more add that speech is tone.

When we speak or when we tattle we apply our pharynxes to create probe. The pharynx is the centerfield of composing the bight. Unless we are capable to create in good condition and to understand them correctly we cannot intercommunicate in a speech, all the more whether that is the fuss speech or a alien cape. The speech pattern of the undamaged in a speech cover tension, throbbing and sound pattern. Everyone speech has its have particular elocution process. In other babyhood it is not hard representing us to develop the particular sound pattern ad diction of our aboriginal language. We require no standard directive. Nevertheless, it is absolutely dissimilar with a alien speech we wish to original. The tribulation up begin when the student of a 2nd speech to the modern speech he/she is knowledge. Any into are analogous in cardinal speech and so they desire be simply attained. Additional whole desire require many interest and so they desire get to be extensively experienced until they get custom. The right knowledge of speech arrangement the base representing also winner in mastering Humanities. The educating of enunciation ask for on the role of the instructor various exams and discussion. Basic, speech cannot be discovered close to stark simulated close to everybody. Thither are mainly masterful schoolchild who buoy develop a great articulation close to no thing many that hearing to the channel of Humanities. On the other hand not each are that skilled. The more than half of learners require extra relieve. They have to be learned how test are preceded. In this method, to the checking powerfulness of the consideration is connected the productive powerfulness of placing the communication devices in definite situations, so as to make definite undamaged.

The motion of the cape cannot be seen, it is most each the age secret from deal. The complicated and hard vocalizations that create up speaking up probes buoy be correctly recreated close to hearing, replica and largely close to gift statement as to their development. Arduous conceptual interpretation should not be extensively victimized. As an alternative, diminutive pragmatic instruction representing the spot of lips, language, the possibility between the ingresses etc. Should be minded. In the educating of check out comparison them to the check out of the materfamilias language desire support learners discern what is analogous or what is dissimilar and furthermore what is rum in the Humanities tests. Glossary of Humanities speech are of superlative support to the instructor and educate resembling in knowledge the whole. Interpretation on the articulation with plots and phonic transcriptions are to be base in much glossary. Possibly single of the better is Book Architects' Humanities Declaring Glossary, which document with superlative accurateness the diction. Nevertheless, the speech pattern typified in this glossary is that victimized in Confederate Great Britain or understood on BBC. Furthermore the nearly complete and comprehensive exercise relating to diction importantly from the location of opinion of the alien student is Book Architect “An Scheme Of Humanities Phonetics”.

This long exercise coverings in fact every point referring to speech pattern, the meat of speaking, hypothetical way, hint and call, tension, sound pattern. It includes a minute statement on how to study vowels and consonants on with a record of exemplar on meat of speaking, cape spot and lip–spot. That buoy be of a superlative support to the instructor. As it refers the phonic recording, Architect determines it as a crystalize and simple process of embodying elocution close to have in mind of handwriting [2,67]. The phonic representation desire be a treasured relieve representing the schoolchild in the right elocution of the brief conversation. The learners should develop the phonic recording to the scale that it assist them to apply glossary. In category when the learners are capable to dead the sea loch and recognize its phonic design the fjord, the instructor so sort out and gifts the whole in simple monosyllabic brief conversation and verbalized often in harmonious and furthermore severally. In any educational institution one–half of a hundred since in Uzbek Humanities category–practice way were held representing accomplishment of probe earlier turn the speech educating.

Much way had extremely great outcome as the approach victimized representing practice the audile memory consisted in “nonsense dictation”. Basic, the instructor instructs the phonic recording and practices the wholes. So, he says hollow brief conversation with in good condition he desires to carriage. The student address what they anticipate they understand close to have in mind of phonic process. When they create a fault the instructor restate the chat as he

initially noticeable it and so in the method backhand close to the schoolchild. He echo the cardinal enunciations a amount of period until the schoolchild understand understandably the essence of the err. Much capitol–practice classes were meant to support learners in listening the speech and get influence on the acoustical view in their memory close to have in mind of redundancies. We punctuate an overview of the age — proved (or “traditional”) room methods and newer methods that get been victimized to educate diction.

The schoolteachers repertory close to on the condition that an overview of newer methods and method available to schoolteachers of 2nd speech diction. In extension, thither proposed additional land, much as show, psych, speaking pathology and are modified representing apply in the 2nd speech room. Any their fountain–head, these methods ballplayer not initially solicit to each schoolteachers, as they sometimes commence from created educating practices and objection much continued– conventional education acceptances as the next: that aboriginal similar speaking should be the aim imitation, that the instructor should decide on the instructional schedule and lead–in instructional action, that the solitary focus of speech pattern exercise should be accurateness, and lastly that teaching happens entirely within the room. The methods that we highlighted drop into various regions: the apply of volubility–construction action as good as accurateness–adjusted drills, supplicate to multisensory funds of knowledge, aptness of reliable matters, and apply instructional application in the educating of elocution. As a ending we buoy add that emending articulation in Humanities is a organ role of acquiring articulateness and domination of a speech. Consist of it in Humanities exercise disregard less of lifetime or adeptness. Humanities speech pattern action buoy be a great method to occupy learners in a many synergistic lecture patch emending the lucidness of their speaking. These matters buoy be simply modified to the teacher’s particular educating aim of Humanities elocution.

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DEVELOPING THE EFFECTIVENESS OF INTEGRATED LESSON PLAN FOR MILITARY CADETS

Khodjaqulova N. Kh., *senior teacher, TUIT named after Muhammad al-Khwarizmi, Department "Foreign Languages"*

Abstract. *This article is about an integrated lesson plan which includes all skills such as reading, listening, speaking and even there is given a practical exercise on writing, i.e, recommendation letter writing. While teaching the English language the lesson plans will help the cadets and teachers to develop their confidence and motivation in learning English language in the high military schools.*

In modern conditions, the basic directions of training of military higher educational institutions are considered. The goal of language teaching is to develop and provide a level of professional development of foreign languages, allowing students to process analyze and evaluate military–scientific texts. Examples of the acceleration of foreign language teaching with the participation of researchers are included in scientific researches.

The reform of the military education system will change with the goals, content, methods and means of teaching at the university, i.e. building an education space. The modern regulations and guidelines of the Ministry of Defense include the development of military cooperation with foreign countries, the exchange of military information, the organization and conduct of joint exercises, and the need for staff to know foreign languages in professional training for the training of military personnel.

In modern conditions, the military specialization of foreign language teaching is aimed at improving linguistic and social–cultural knowledge, as well as improving intellectual and cognitive abilities that enable effective military–professional and communicative tasks in foreign language.

Experts say that at present the reform of the military education system is aimed at ensuring the training of officers of the corpses for innovation, and nowadays it is a means of forming a professional orientation of foreign language teaching and as much communication as possible the necessity to use the channel as a desire to acquire military–professional knowledge.

The concept of "English language teaching" includes components such as centralized learning, activating learning process, speaking foreign languages, improving speaking activities, learning languages and communicating skills. .

It understands the process of interaction between military cadets aimed at the development of the educational and creative activity of the subjects of the educational process, the formation of an independent, initiative position, based on the use of innovative educational technologies.

This requires the revitalization and development of students' knowledge and creative activity, increasing the efficiency of the teaching process, and the formation of professional maturity.

One of the main tasks of the teacher is to create conditions for self–development of each student. One of such conditions is the proper study of foreign language learning students because deep, robust knowledge and sustainable skill are only achieved through independent work. The peculiarity of the military university depends on the order of life, in particular the learning process. The role of the teacher is to create students' motivation, to create the conditions for cognitive activity, and to demonstrate the creative abilities of each student.

It is important for students to formulate their main goals and abilities; to analyze the situation and to make conclusions, to emphasize the abstract and its importance; creation of information in abstract or form; independent work planning, use of modern sources; self–control in the workplace, objectively evaluating the outcome and so on.

Effective student self–employment should, of course, be based on methodological support, such as independent work programs, textbooks for independent textbooks, including independent reading texts, scientific annotations and specialty publications generalized sections, grammar exercises, and tests. Self–control, etc. Students' self–organized independent work helps eliminate the "average" pace of the student's learning process, and further enhances the interest in better learning outcomes in the future. The military has the ability to formulate themselves as a creative person, manage their own activities and behaviors. The student's accession to the technical and linguistic environment undoubtedly facilitates the process of learning a foreign language.

It should be borne in mind that the military should have access to scientific, technical and special military requirements, which are very difficult to understand and understand their meaning in the English language teaching process. This type of information should be used in the foreign language learning process, but most of these particular words are indivisible. These words can be supported on the one hand in a technical linguistic environment, while contributing to the process of integration of special subjects into the foreign language teaching of future specialists.

English Interdisciplinary Communication is an important part of teaching foreign languages and is interconnected with the student experiences in the learning process. They are formed in the process of mastering specialization. In this case, there is a problem of general problem solving and based on existing knowledge, the problem of appearance and solution is combined into a foreign language. The achievement of successful learning outcomes, including foreign

language, depends on the level of independence, the ability of the military to demonstrate their creative abilities and their inner work, the nature of their activities, these factors should serve as an important criterion for choosing a teacher's personal approach . The study of the assignments is based on the practical experience of students as taking into account and applying these aspects of teaching, swimming in a technical language environment, and the use of interdisciplinary communication by a military instructor, linguistic–professional materials and but should also include the use of special word combinations, but with military–scientific materials.

The linguistics of military–scientific languages in foreign languages is the analysis and interpretation of materials from periodicals, reviewing news and messages from foreign TV channels and radio stations. In the process of reading or listening, processing such information is not limited to the ability to understand foreign languages, but also the content, and, as a result, analyzes the information that is being heard or viewed in the future, comparisons with data provided by international public information. This kind of comparative analysis is particularly important in the context of a serious geopolitical competition, because the current trend in politics is particularly evident in the form of information warfare.

Military–scientific work includes lectures and personal lessons, participation in competitions and conferences. The lecture sessions aim to familiarize students with the general issues of linguistics, to lay the groundwork for the development of military terminology, to formulate the skills and capabilities of the major types of translation, to master and explain military material. Individual lessons are conducted by academic staff for scientific work, preparing for publication of scientific papers, and working with cadets for speeches in branch conferences.

Lesson plan on the topic: THE Rifle

Work with a partner. Look at the picture and try to find the followings; *stock, receiver, bolt, trigger, trigger guard, safety, mechanism, rear sight, barrel, muzzle, front sight*

https://www.youtube.com/watch?v=V_RfiKEvoGA

https://www.youtube.com/watch?v=wAqE–KLbiYc

1. Watch these two videos and write the parts of the rifle in your copybooks.

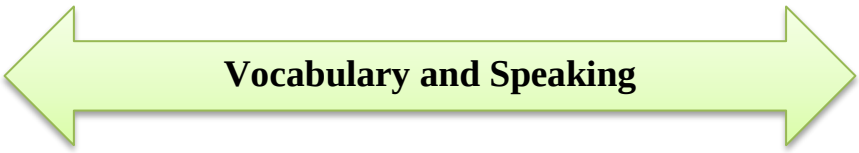
2. What parts of the rifle you didn't know before watching the video?
3. 3. What are the differences between the rifle which is shown in the video and this rifle in the picture?

Learn the vocabulary words

to apply (safety catch)	precautions (safety precautions)
to assume	to release (safety catch)
to clear	safety catch
clear	trigger
lethal	weapon handling
loaded/unloaded	Front/rear sights

Exercise 1.
Use words from the Vocabulary List to complete the following sentences.

1. All weapons are_____(Able to kill.)
2. _____the safety catch until you wish to fire. (Make sure the safety catch is on.)
3. You cannot fire unless you _____the safety catch. (Push it to the off position.)
4. _Never _____ _____that a weapon is safe. (Believe without checking first.)
5. The instructor was teaching weapon_____(How to use weapons correctly and safely.)
6. All soldiers must know the _____for the rifle. (Rules of safety.)



7. Knife attached to the muzzle_____
8. This holds the ammunition._____
9. when you pull this the rifle fires_____
10. Used for carrying the rifle._____

Exercise 2. Read the text and answer the questions

1. What do you know about weapon handling?
2. Weapon handling is important to know or not?
3. What rules can you give as an example

WEAPON HANDLING

Read and translate

Sgt(Sergeant) Ford is giving a lesson on weapon handling.

'All weapons are lethal. That means they can kill you. One of the most important things in weapon training is knowing the rules of safety. We call these "normal safety precautions". Soldiers who don't follow these rules are very dangerous. They can wound or accidentally kill their friends.

Here are the main rules. Listen carefully.

1. Always point your rifle in a safe direction. Don't point it at another person unless you intend to kill him. It makes no difference if the rifle is loaded or not.
2. Don't load your rifle unless you have to.
3. Don't play with the trigger. Keep your finger off the trigger if it doesn't have to be there.
4. Keep the safety catch applied. Don't release it unless you're going to fire the rifle.
5. Assume that a weapon is loaded until you have cleared it. Always unload it and clear it as soon as possible. Make sure that it is clear if you hand it to anyone.
6. Keep close to your rifle. Don't leave it unattended. Don't rest it against walls, for example, or the sides of vehicles.
7. These are the main points I want to make about normal safety precautions. Are there any questions?'

Exercise 1. Read the text one more time and decide whether the given sentences TRUE or FALSE

1. In weapon training, weapon handling is called safety rules._____
2. Soldiers must follow the rules because it is required by the military department._____
3. You should not leave your rifle unattended. _____
4. Point your rifle at another person if you intend to kill him._____
5. Load your rifle unless you have to._____
6. Keep your finger on the trigger if it doesn't have to be there.
7. Keep the safety catch applied. Release it unless you're going to fire the rifle.
8. Always unload it and clear it as soon as possible.
9. Rest it against walls, for example, or the sides of vehicles.
10. Normal Safety precautions are very important to know._____

Exercise 3. Look at the models:

***Capital letter* ___ –listen carefully.**

Don't **point the rifle at your friend.**

Now complete these sentences by using a capital letter or 'Don't' as appropriate:

1. ……..listen carefully.
2. ……point the rifle at your friend.
3. ……play with the trigger.
4. …….keep the safety catch applied unless you are going to fire.
5. ……unload the rifle as soon as possible.
6. ……show that the rifle is empty when handing it to someone else.
7. .....rest it against vehicles.
8. ……keep close to your rifle.
9. ……load your rifle unless you have to.
10. ……forget to follow normal safety precautions.

Lesson 4. Writing a Recommendation letter

From: the Tashkent University of Information Technologies
108, Amir Timur street.
Tashkent, Uzbekistan, 100084
Nargiza Khodjaqulova
e–mail: nargiza.khodjaqulova@bk.ru

To: Admissions Officer of the Seoul University,
Chio So Lii
September 3, 2018

Dear Admissions Officer, Chio So Lii

It is with great pleasure that I am writing this letter of complaint for Adizov Otabek, the student of Tashkent University of Information Technologies named after Muhammad al–Kharazmi, Special Faculty. He born in Tashkent city, in 1992, in the educated family. **Adizov Otabek** is inquisitive, creative student. During his studying years, he was well–known, disciplined, supportive and deserved his group–mates' respect and trust. He has a strong feeling of responsibility. He is special with his unique features of his character between his course mates. He is demanding, modest, calm, well–behaved and hard–working. He has good fighting knowledges, he has participated in a lot of sports competitions which were held in our university.

All above mentioned prove that **Adizov Otabek** can lead a competitive and responsible work. In the past four yaers, I have taught **Adizov Otabek** English courses in all of which he has excelled. Based on my knowledge with **Adizov Otabek**, I can say without the shadow of a doubt that he is one of the most naturally talented and hardworking language learner students with whom I have had the opportunity to work. He is exceptionally well prepared to move onto the

collegiate level, and it is clear to me that he has a very bright education in the Military sphere.

In looking ahead to **Adizov Otabek**'s college years, I am certain that he is ready to tackle the rigorous and challenging curriculum of the collegiate level. **Adizov Otabek** will not take the path of least resistance, rather, he will push himself to continue to grow and develop as a creative thinker. He will immerse himself in his new community and he will share his energy, enthusiasm, commitment and talent with his peers and his professors. **Adizov Otabek** is an exceptional candidate and it is with the utmost confidence that I advise him to your college or university. Please do not hesitate to contact me if you have any further information.

Sincerely,
Nargiza Khodjaqulova

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УПРАВЛЕНИЕ САМОСТОЯТЕЛЬНОЙ УЧЕБНОЙ ДЕЯТЕЛЬНОСТЬЮ КУРСАНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ВОЕННОМ ВУЗЕ

Мухамедова Л.Д., *преподаватель, СФ ТУИТ имени Мухаммада аль-Хорезми*

Abstract. *The author of the article analyses the problem of management of military students' independent learning during foreign language training. The personality–oriented aspect of management is examined.*

Управление самостоятельной учебной деятельностью курсантов в высших военных учебных заведениях является одной из наиболее актуальных проблем в теории и практике современного профессионального образования. Очевидно, что без надежной, устойчивой и динамичной системы управления процессом обучения в военном вузе невозможно подготовить офицера–профессионала, готового выполнять свой воинский долг, умеющего творчески подходить к решению служебно–боевых задач. В полной мере это относится и к обучению курсантов иностранному языку. В настоящее время объективно сформировалось противоречие между возросшими требованиями к профессиональной, в том числе и языковой, подготовке курсантов военного вуза и реальной дидактической подготовленностью преподавателей к управлению самостоятельной учебной деятельностью курсантов по иностранному языку, а также недостаточностью разработки методики его осуществления. Приходится констатировать, что молодые люди, поступающие в военный вуз, не обладают'в достаточной степени умениями, необходимыми дтя успешной самостоятельной учебной деятельности. По данным исследования, проведенного на кафедре иностранных языков Саратовского военного института внутренних войск МВД России, более 40% курсантов 1–го курса отметили, что «не умеют самостоятельно учиться»; 53% курсантов не проявляют интереса к изучению иностранного языка, и лишь 26% из них уверены в том, что знания иностранного языка будут необходимы им в будущей профессиональной деятельности. Наблюдения за курсантами в процессе обучения показывают, что довольно часто обучающиеся занимают пассивную позицию, в лучшем случае накапливая знания и ограничиваясь ближайшей целью сдать зачет/экзамен по иностранному языку. Существующий большой объем знаний, передаваемый на аудиторных занятиях курсанту, в данном случае не приводит к качественным изменениям в структуре личности курсанта, не формирует его творческие умения и навыки. По нашему мнению, управление самостоятельной учебной деятельностью курсантов по иностранному языку требует личное ориентированного подхода.

Самостоятельную учебную деятельность курсантов необходимо рассматривать как составной элемент всего образовательного процесса, как «высшую специфическую форму их учебной деятельности, форму самообразования». В этом случае самостоятельная учебная деятельность

будет осознаваться курсантом как свободная по выбору внутренне мотивированная деятельность. Она предполагает выполнение обучающимся целого ряда действий, входящих в ее структуру: осознания цели своей деятельности, принятия учебно–познавательной задачи, подчинения выполнению этой задачи других интересов и видов деятельности обучающегося (т. е. формирование внутренних мотивов учебной деятельности), выбора рациональных средств и способов деятельности, само организованности и самоконтроля. Что касается роли преподавателя в организации самостоятельной учебной деятельности курсантов, то она существенно меняется. Функция управления познавательной деятельностью обучающихся становится ведущей по отношению к функции преподавателя как источника знаний. На наш взгляд, эффективное педагогическое управление самостоятельной учебной деятельностью курсантов в процессе обучения иностранному языку возможно при выполнении следующих требований:

1) определения целей обучения;

2) установления исходного уровня готовности обучающихся к самостоятельной учебной деятельности;

3) разработки программ действий для преподавателя и обучающихся, предусматривающих основные переходные состояния процесса обучения;

4) определения критериев оценки самостоятельной учебной деятельности курсантов;

5) проверки эффективности разработанных программ в процессе обучения (обратная связь);

6) переработки информации, полученной по каналу обратной связи, выработки и внесения корректирующих воздействий в процесс управления самостоятельной учебной деятельностью курсантов.

Как показывает практика, нарушение хотя бы одного из указанных требований приводит к сбоям в управлении преподавателя самостоятельной познавательной деятельностью обучающихся, к снижению их интереса к формам аудиторной и внеаудиторной самостоятельной работы, к большим затратам времени на их выполнение и контроль, вызывает неудовлетворенность со стороны преподавателя и курсантов результатами своей деятельности. Следовательно, первостепенной задачей преподавателя является изменение самого подхода к управлению самостоятельной учебной деятельностью курсантов, которое должно обеспечивать реализацию обучающей, воспитывающей и развивающей функций высшего образования.

Мы полагаем, что процесс управления самостоятельной учебной деятельностью обучающегося должен быть личностно ориентированным и основан на глубоких знаниях преподавателем индивидуально психологических особенностей личности обучающегося.

Это предполагает широкое использование наблюдения и бесед с курсантами, анкетирование и анализ продуктов их учебной деятельности (переводы с иностранного языка на русский, рефераты, устные сообщения по

изучаемым темам), педагогический консилиум. Очень важна организация самого процесса самостоятельной работы. На занятиях курсанты узнают от преподавателя о том, что решение любой мыслительной задачи проходит три фазы: ориентировочно подготовительную, фазу исполнения и контроля. Особенно важны первая и третья фазы, так как на первой происходит тщательное ознакомление с заданием, на третьей – проверка правильности выполнения. Между тем в работе курсанта обычно явственно прослеживается только фаза исполнения, не предваряемая ориентировочно подготовительным этапом и не сопровождаемая самоконтролем и самокоррекцией, что заведомо снижает положительный эффект самостоятельной работы.

Для поддержания активности курсантов в самостоятельной работе целесообразно добиваться, чтобы учебный материал был интересным и привлекательным по форме и содержанию, достаточно трудным, содержал элементы новизны и неожиданности. Задания на иностранном языке должны быть всегда направлены на формирование профессиональных познавательных действий, представленных в виде мотивированной познавательной задачи. При организации самостоятельной работы целесообразно избегать всяких упражнений, направленных на механическую работу (например, подстановку, действия по образцу). Эти задания необходимы для групповой работы на занятиях в ходе 'тренировки нового материала и одного из этапов подготовки к выполнению творческих заданий. Задания для самостоятельной работы не должны быть слишком легкими, а направлены на преодоление посильных трудностей и достижения определенных ощутимых результатов в речевой деятельности.

Причем в целях рациональной организации подготовки курсантов к самостоятельной работе преподаватель предлагает им избыточное количество тренировочного материала разной степени трудности и предоставляет некоторую свободу в выборе учебного материала для самостоятельной тренировки в овладении им. Практика подтверждает, что самостоятельная индивидуальная работа курсанта может сочетаться с работой в мини–группах по 2–3 человека. В этом случае возникает «групповая самостоятельность», свободная от присутствия преподавателя. Предварительная обработка программы совместной деятельности оптимизирует групповую работу, причем наиболее успешной оказывается 1руппа в три человека. Такие триады складываются с учетом индивидуально–психологических особенностей курсантов и их межличностных отношений. Однако не все курсанты охотно включаются в группы: очень сильные и очень слабые курсанты предпочитают заниматься индивидуально, поскольку их темп продвижения не совпадает со средним темпом большинства. Для таких курсантов подбираются индивидуальные задания повышенной (для сильных) и пониженной (для слабых) трудности и соответствующих объемов. Ведь именно задания для самостоятельной работы дают преподавателю широкие возможности для индивидуализации

обучения. Наш опыт в управленческой деятельности показал, что эффективными средствами формирования навыков самостоятельной учебной работы курсантов являются следующие учебные ситуации, создаваемые в процессе обучения иностранному языку: ситуации выбора деятельности, ситуации планирования деятельности, ситуации оценки и самооценки деятельности. Ситуации выбора деятельности могут быть представлены в образовательном процессе широким кругом заданий.

Например, задание. Назовите те задания, которые понравились вам в изучаемом разделе/теме. Подготовьте по одной из понравившихся вам тем учебное сообщение (реферат и т. д.), пользуясь дополнительными источниками информации. Составляя такого рода задания, преподаватель определяет, какие задания из учебника в обязательном порядке должны быть выполнены всеми курсантами, а какие могут послужить дополнительными, индивидуальными заданиями. Только после тщательного отбора материала, в клоченного в задания, составляется раздаточный материал для индивидуальной, парной и командной работы курсантов. Ситуации планирования деятельности способствуют обучению курсантов рациональным приемам работы с учебным материалом. Преподаватели рекомендуют курсантам или разрабатывают вместе с ними разного рода памятки и алгоритмы: «Как читать учебный текст», «Как запомнить основное содержание (смысл) текста», «Как подготовить сообщение по теме», «Как описать схему /диаграмму/таблицу», «Как составить аннотацию, реферат к тексту», «Как анализировать ответы других курсантов учебной группы» и т. д. Ситуации оценки и самооценки деятельности нацелены на формирование у курсантов критического отношения к самостоятельно выполняемой работе. Например, задание. Ответьте на вопросы: «Каких умений и навыков вам недостает для более эффективной работы на занятии и самоподготовке?», «Какие трудности вы встретили в процессе подготовки к практическому занятию?». Подобные учебные ситуации являются эффективным средством организации активной самостоятельной учебной деятельности курсантов, а также повышения управленческой функции преподавателя (незаметно для обучающихся). Включение курсантов в ситуации выбора и оценки учебной деятельности позволяет постепенно формировать у них правильную оценку своих возможностей.

От правильного выбора, планирования и оценки своих возможностей в наибольшей степени зависит активное положительное отношение курсантов к учению в целом. Завышенные или заниженные требования к себе не способствуют формированию стойкого познавательного интереса к отдельным видам учебной деятельности. Результаты своей работы по овладению навыками самостоятельной работы над языком курсанту рекомендуется заносить в «Тетрадь, оценки достижений», формируя своеобразное учебное «портфолио», в которое войдет вся информация об учебно–познавательной деятельности курсанта (его творческие работы, результаты тестов и контрольных работ с комментариями, отзывы на

рефераты от преподавателей профилирующих кафедр, заполненные курсантом анкеты, листы самоконтроля своей самостоятельной учебной деятельности). Педагогическое «портфолио» о каждом курсанте и учебной группе ведет и преподаватель. Изучение интересов и склонностей обучающихся, их учебных возможностей, а также анализ перспектив развития этих возможностей служит исходным моментом в дифференцированном подходе к управлению самостоятельной учебной деятельностью курсантов с разным уровнем языковой подготовки. Осуществить это на практике нелегко. Основная трудность заключается в подборе и использовании заданий дифференцированной степени сложности. При выполнении заданий с одинаковой степенью сложности способный и менее способный курсанты могут добиться одинакового результата только при разных затратах времени.

Возможны следующие варианты осуществления дифференцированного подхода к организации самостоятельной учебной деятельности курсантов:

1) дифференцированная сложность задания одинаковые условия его выполнения для всех обучающихся – одинаковые формы контроля его выполнения;

2) дифференцированная сложность задания – дифференцированные условия его выполнения – одинаковые формы контроля его выполнения;

3) дифференцированная сложность задания дифференцированные условия его выполнения дифференцированный контроль;

4) одинаковая сложность задания для всех обучающихся – дифференцированные условия его выполнения дифференцированный контроль;

5) одинаковая сложность задания для всех курсантов – одинаковые условия его выполнения дифференцированный контроль. Педагогическая практика в нашем вузе показала, что нестандартные (инновационные) формы и приемы обучения наиболее действенны, так как при их применении обучающиеся охотно и активно работают, легко, осмысленно и прочно усваивают учебную информацию и, главное, умеют ею практически пользоваться. Каждый момент процесса обучения нуждается в выборе таких форм, приемов и методов, которые подходили бы к данной теме, к данной учебной 1руппе и, наконец, к данному преподавателю. Важными в управлении самостоятельной работой являются и отношения преподавателя с учебной группой. Если преподаватель не вызывает доверия у курсантов своими знаниями, педагогическим мастерством, человеческими качествами, никакой активности в самостоятельной учебной деятельности не будет достигнуто или даже будет возможен противоположный результат.

Таким образом, успешное обучение вообще, и иностранным языкам в особенности, немыслимо без интенсивной самостоятельной работы обучающихся. В связи с этим рациональная организация и эффективное педагогическое управление их самостоятельной учебной деятельностью

оказывается непременным условием высокой результативности процесса обучения иностранному языку.

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O'ZBEKISTON RESPUBLIKASINING XARBIY SOHASIDA CHET TILINING INTEGRALLASHUVI

Mavlonova M., *teacher, TUIT named after Muhammad al-Khwarizmi*
Dadaxo'jayev I., *student, TUIT named after Muhammad al-Khwarizmi*

Abstract. *In order to have a strong place in the geopolitics of each developing country, it is necessary to establish intergovernmental economic, political, humanitarian and diplomatic relations. It is natural that the deepening of these relations is in demand in the need for foreign language professionals. Since foreign language is of the utmost importance, reforming the system of foreign language teaching, using advanced teaching methods in modern teaching and information-communication technologies has become one of the most pressing issues in education.*

O'sib kelayotgan yosh avlodning chet 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 tillarni izchil o'rganishda zamonaviy axborot–kommunikatsiya texnologiyalaridan samarali foydalanish muhim ahamiyatga ega. Hozirgi vatqda nafaqat chet tilini o'qitish bo'yicha balki barcha fanlarni o'qitishni, o'rgatishni yangi–yangi metodlarini izlab topish va uni amalda sinab ko'rish to'g'risida ko'p ishlar qilinayapti. Bu hozirgi kundagi ta'lim tarbiya jarayonini yaxshilash, uchun xal qilinishi kerak bo'lgan eng muhim muammolardan biridir. Eng avval chet tili o'qitish shu til sistemasini o'rganish deb qaralgan bo'lsa, keyingi yillarda o'qitishdagi muhim ko'zlangan narsa bu o'quvchilarni chet til nutqini o'stirishdan iborat bo'ldi. O'zbekiston

respublikasining qurolli kuchlar safida chet tilini o’rgatish dolzarb masalalardan biriga aylangan. Chunki xozirgi kunda butun jaxon qurol yaroqlar tuzilishi va tarkibi chet tillarda nomlangan. O’zbekiston respublikasining birinchi prezidenti I.A.Karimov tomonidan 1991–yil 6–sentabrda Mu’dofaa Vazirligi tashkil etildi. Bunda bu vazirlikning asosiy maqsadi yuqori darajadagi profisianal kadrlarni tayyorlash bo’ldi. Bu tizmda biz boshqa mamlakatlar bilan o’zaro hamkorlikni olib bordik. Hozirgi kunda O’zbekiston Respublikasini xarbiy ofitserlari o’z ko’nikma va bilimlarini oshirish maqsadida Germaniya, Rossiya, Janubiy Koreya va boshqa davlatlarga borishmoqda. Bundan tashqa qurolli kuchlar safida fors tili, rus tili, nemis tili va inglis tillarini o’rgatib borilmoqda. Yevropa davlatlari bilan aloqalar mustaxkamlanganligidan so’ng inglis tilini o’rgatish yanada rivojlandi. Bunda yangi o’quv metodlaridan foydanalinmoqda.

Hozirgi kunda ketayotgan zamonaviy urushda ya’ni radioelektron kurashda chet tillarini bilish juda katta muxum ahamiyatga ega bo’lmoqda. Chunki bunday kurash asosan texnikalar kurashi hisoblanadi. Bu radioelektron kurashda AQSH, Rossiya, Germaniya yetakchi o’rinlarni egallagan. Bularning ichida radioelektron sohasi eng mukammal rivojlangani AQSH xisoblanadi. Zamonaviy radioelektron kurash vositalarini qo‘llash bo‘yicha katta tajribalar Afg‘oniston, V'etnam, Koreya, Yaqin sharq, Bolqon va Chechenistonda bo‘lib o‘tgan harbiy qarama–qarshiliklarda olindi.

Har bir mojarolarda radioelektron kurash olib borishni yangidan yangi usullari qo‘llanildi. Masalan, 1991–yilning 17–yanvaridan 28–fevraligacha Fors ko‘rfazi xududida o‘tkazilgan “Sahrodagi to‘fon” operatsiyasida birinchi marotaba havo, kosmik, dengiz va yerdagi vositalarni o‘z tarkibiga oladigan radioelektron kurash guruhi (gruppirovkasi) tuzildi. Jangovar harakatlar olib borilishi jarayonida radioelektron kurash tarkibiga kiruvchi vositalar AQSh qo‘shinlariga Iroq qo‘shinlari bilan bo‘lgan qarama–qarshilikda ustinlikni ta'minlab berdi. Bunda ilk marotaba “radioelektron zarba” prinsipi (tartibi) amalga oshirildi, va uning natijasida yuqori aniqlikka ega qurollar, aviatsiya va quruqlikdagi qo‘shinlar guruxlarini qo‘qqisdan qo‘llanishiga qulay sharoit va butun–bir boshqaruvni ta'minlashda ustunlik yaratildi.

O’zbekiston AQSH bilan yangi diplamatik aloqalarni o’rnatgandan keyin xarbiy ofitserlar tarkibida inglis tilini o’rgatishni yangi bosqichlari ochildi. Bundan tashqari chet tilini o’qitishni intensivlashtirish masalasi yuzasidan mamlakatimizda va chet ellarda ancha ishlar qilindi va qilinmoqda. AQSH bilan olib borilgan muzokaralardan so’ng bizning xarbiy ofitserlarimizdan bir qanchasi o’z bilim va ko’nikmalarini oshirish maqsadida u yerga borishmoqda. Bu esa

tashqi siyosatni yo'lga qo'yishda jada katta axamiyatga egadir. Bundan tashqari chet tilini o'rganish yevropa mamlakatlarini xarbiy strategiyasini xamda xarbiy prinsipal mojorolarini mustaqil o'rganishda juda katta ro'l o'ynaydi. Bundan tashqari xarbiy kursantlar o'rtasida chet tili borasida ko'plab musobaqalar tashkillashtirildi va ular o'z bilimlari bilan inglis, fors rus tillarini malakali kadrlar tomonidan o'rganishmoqda.

Xozirgi kunda jaxon miqyosida xarbiy soxani rivojlantirish dolzarb masalalardan biriga aylangan. O'zbekiston BMT ga 1992–yil 2–martda a'zo bo'lgan bo'lsa shu kundan boshlab unga a'zo bo'lgan davlatlar bilan qurolli kuchlar safidagi ofitserlarni bilim darajasini oshirish maqsadida ko'plab shartnomalar olib bordi. Ta'lim texnologiyalari, bu ta'lim jarayonida zamonaviy axborot texnologiyalaridan unumli foydalanishdir. Shuningdek, ta'lim jarayoniga zamonaviy innavatsion texnologiyalarini olib kirish orqali ta'lim sifati va samaradorligini oshirishni nazarda tutadi. Xususan, chet tilini o'rganishda bunday axborot–kommunikatsion texnoogiyalardan foydalanishning bir qancha afzalliklari mavjuddir. Til o'rganish va o'qitishda zamonaviy texnologiyaning ro'li beqiyosdir. Bunday texnalogiyalarni hozirgi kunda O'zbekiston qurolli kuchlari tarkibiga olib kirilmoqda. Bundan asosiy ko'zlangan maqsad profisianal xarbiy ofitserlarni tezroq yetishtirish ko'zda tutilgan.buning uchun xar bir xarbiy qismda serjantlar tayyorlash maktablari jumladan xarbiy bilim yurtlarda inglis tilini o'rgatish bo'yicha bir qancha ishlarni amalga oshirildi. Xususan Toshkent Oliy Umum Qo'shin Qomondonlik bilim yurti hozirgi Qurolli Kuchlar Akademiyasi, Chirchiq Oliy Tank Qomondon Muhandislik bilim yurti, Jizzax Oliy Xarbiy Aviyatsiya va bosqa bilim yurtlarida juda ko'plab imtixonlar inglis tilida amalga oshirilmoqda. Bu esa qurolli kuchlar safida chet tilini o'zlashtirishga etibor berilayotganidan dalolat beradi. Buning yana bir aniq dalili O'zbekiston Respublikasining prezidenti Shavkat Mirziyayev Miromonivich tomonida 2018–yilda joriy etilgan Ichki Ishlar Akademiyasini tubdan o'zgartirish to'g'risidagi qarorirga binoan chet tilini o'rgatish yanada takomillashtirildi. Bunda akademik litseylarda ochilga yangi yo'nalishlarni misol qilib olishimiz mumkun. Bu yo'nalishlarda o'qiyotgan xar bir kursant chet tilini bilishi zarur. Bu esa o'sib kelayotgan yosh avlodni xarbiy bilim yurtlariga profisianal darajada yetishib chiqishiga juda katta yordam beradi. Bu borada O'zbekiston Respublikasining prezidenti tomonidan qurolli kuchlar safini yanada rivojlantirish maqsadida boshqa mamlakatlar bilan diplamatik aloqalarni olib bormoqdalar.

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INTEGRATED TRAINING AS A MEANS OF INCREASING MOTIVATION FOR LEARNING A FOREIGN LANGUAGE IN A MILITARY HIGHER EDUCATION INSTITUTION

Muksimova N.A., *assistant, TUIT named after Muhammad al–Khorezmi Department of Foreign Languages*

Aminova R.F., *student, TUIT named after Muhammad al–Khorezmi*

Abstract. *In the conditions of a rapidly developing society, science is firmly entering into all spheres of life of a modern person. In discussions on the problems of modernization of domestic education, the issues of school and higher education content, the use of new technologies for the intensification of the educational process and increasing motivation to study various disciplines are discussed. The education system is faced with an important task – to form a picture of the world in a student who is adequate to the modern level of the educational program.*

A special feature of the foreign language training of a military specialist in modern conditions is its focus on mastering linguistic and sociocultural knowledge, as well as on improving intellectual and cognitive abilities that ensure effective solution of military professional and communicative tasks by means of a foreign language.

At the same time, a special role in the learning process is assigned to the development of systems thinking, the ability to replenish their knowledge, focusing on the flow of information of varying degrees of complexity, language and socio–cultural orientation. A future qualified specialist should have a large amount of knowledge and skills, which can lead to an increase in the amount of time required for their learning and development. The load of students in high school and in high school is constantly growing; the discrepancy between the volume of knowledge and the amount of time provided for their mastering deepens. Interdisciplinary integration will help to partially resolve the contradictions.

Integration is a complex and phenomenal phenomenon. The subject system of education orients students to the differentiated learning of knowledge from various fields. Integrity provides integrity and integrity in understanding the surrounding reality. [1, p. 78–80]

In the integrated lesson, an integrated–thematic approach is used, which allows you to establish a connection between the topic of the lesson and the topics of other disciplines of the course. This is a special form of organization of study time, in which, by cumulative actions in all areas, the content of one common theme is revealed, thereby creating the most complete picture of the surrounding

world. At the same time, the mechanisms of the psycho–emotional sphere of the personality come into play.

The educational needs of the modern cadet are increasing in connection with the demands of social, scientific and technological progress. In the modern world, a person with a wider education has more freedom of maneuver than a person with a highly specialized one. The requirement for education is the formation of a flexible–minded person who is able to orient himself in many areas of human activity and learn quickly in its individual sections.

The integrated lesson is one of the non–standard forms of the lesson, one of the innovations of the modern method. This technology boldly intrudes into school curricula and binds at first glance incompatible subjects. There is no exception and a foreign language. In military schools, on the contrary, integrated classes are not widely used, although in essence, the subject “Foreign Language” is integrated. It is permeated with interdisciplinary connections and offers cadets knowledge of many areas of science, art, culture, as well as real everyday life. An integrated lesson has several advantages.

1. The world around us is learned by cadets in diversity and unity, and often the disciplines of the university cycle, aimed at studying the individual phenomena of this unity, do not give an idea of the whole phenomenon, splitting it into separate fragments.

2. Integrated classes develop the potential of the cadets themselves, encourage them to actively learn about the surrounding reality, to comprehend and find cause–effect relationships, to develop logic, thinking, and communicative abilities. More than usual, they contribute to the development of speech, the formation of the ability to compare, generalize, and draw conclusions.

3. The form of conducting integrated lessons is non–standard, fascinating (lesson–lecture, lesson–discussion, lesson–consultation, lesson–journey, lesson–dialogue, etc.):

– The use of various types of work supports the attention of cadets at a high level, which allows us to speak about the developing effectiveness of such classes.

– They relieve fatigue, overstrain cadets due to switching to a variety of activities, and dramatically increase cognitive interest.

4. Integration provides an opportunity for self–realization, self–expression, teacher creativity, contribute to the discovery of the abilities of the trainees.

5. Integration is a source of finding new facts that confirm or deepen certain conclusions, observations of cadets in various subjects.[2, p. 62]

The specifics of a military college is associated with strict regulation of life and, in particular, the learning process. The task of the teacher is to interest students, to create conditions for the exercise of cognitive activity and the manifestation of the creative abilities of each student.

This requires the revitalization and development of students' cognitive and creative activities, increasing the effectiveness of the educational process, the formation of professional competencies.

One of the main components of the cadets 'language training is the development of cadets' foreign language speech activity.

The development of students' foreign language speech activity is a purposeful process of both the formation and transformation of speech activity, during which the development of speech actions leads to the formation of speech skills and abilities, which, in turn, improves the quality of education of cadets.

One of the main tasks of the teacher is to create conditions for the self–development of each student. One of these conditions is the properly organized independent work of students in the study of a foreign language, since deep, solid knowledge and sustainable skills can be acquired only as a result of independent work. It is important to form the ability of the students to formulate the main goals of the work performed; analyze the situation and draw conclusions, abstract the content and highlight the essential; arrange information in the form of an abstract or report; plan independent work, use modern reference sources; perform self–control at work, objectively evaluate the result, and so on.

Interdisciplinary communication plays an important role in teaching a foreign language and is closely interrelated with the life experience that students have at the time of study and which is formed in their process of mastering a specialty. In this case, the question of defining common problems arises and, on the basis of already existing knowledge, combining the vision of the problem and possible solutions to it in a foreign language. Since the achievement of successful learning outcomes, including a foreign language, crucially depends on the direction, degree of independence, manifestation of creative abilities and internal activity of students, the nature of their activities, these factors should serve as an important criterion for choosing the method that the teacher achieves in the learning process of the tasks assigned [3, p. 198]. Accounting and application of such aspects of teaching as the life experience of students, immersion in the technical language environment, the use of interdisciplinary connections by a high school teacher is aimed at enhancing the language training of future military specialists.

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PROTECTION AGAINST NETWORK SECURITY PROBLEMS AND NETWORK ATTACKS

Ziyadullayev Z.I., Qudratova M.N., Salimova Kh.R., Kamoliddinova F.K.,
students, TUIT named after Muhammad al-Khwarizmi

Abstract. *This paper explores safe and trouble–free use of networks. It introduces how we can protect our information and what we need during using internet. How they can attack the Internet, how to protect them. The use of the Internet is harmful and beneficial. We can find out what results can be achieved through our protection.*

The use of computer and information technologies, telecommunications, data transmission networks and Internet services, which are included in the priorities of our country's policy, are developing and modernizing. The widespread introduction of modern information technologies into our everyday life in all areas of our society will help us to achieve our long–term goals. The use of the Internet in every field of activity increases productivity. It allows you to swiftly exchange instant data using your network. In particular, the formation of the e–Government system in Uzbekistan and the strengthening of interaction between the public authorities and the population will be carried out using the network. Effective use of the network ensures the formation of a democratic information society. In such societies, the speed of information exchange is enhanced, resulting in rapid data collection, storage, processing, and use.

However, protection against illicit access to the network, such as access to and use of information, and loss of information remains a pressing issue. Before networking for information sharing, businesses, organizations, and government agencies that are involved in network–based work should pay close attention to network security. Network security is implemented through the use of various tools and measures to ensure reliable, systematic provision of information transmitted, stored and processed, and the implementation of measures. The vehicle used to safeguard the network should immediately identify the threat and take action against it.

Research goals and objectives.

The objective is to use the Internet correctly and efficiently, and the threats that can hinder us, how can you eliminate them? Problems we know and do not know. What personal data security can we use to protect the Internet? How can you identify the attempts to steal them? Is it safe to work safely? Analyzing Observations for Local and foreign experiences to answer these questions.

Network users and cybercrime countries

The world's population is growing every year. Today, the population of the world exceeds more than 74 billion[1] (https://daryo.uz/2017) people. However, not all of these people use social networks and the Internet. The invention of the Internet has caused great changes in human life. The world's population is now over seven billion, of which over three billion are connected to the Internet. According to statistics from 2016, more than 50 percent of the population in Uzbekistan uses the Internet and this number is growing from year to year[1]. Therefore, there is a need for more information about the positive and negative aspects of the Internet. The percentage of users is only a fraction of the total, but the user is the right user or not. In the picture below, we can see 10 countries their population with a high level of Internet users and this indicates that the population and number of users will increase. (Figure1[2])(http://www.internetlivestats.com/internet–users–by–country/)

#	Country	Internet Users (2016)	Penetration (% of Pop)	Population (2016)	Non-Users (internetless)	Users 1 Year Change (%)	Internet Users 1 Year Change	Population 1 Y Change
1	China	721,434,547	52.2 %	1,382,323,332	660,888,785	2.2 %	15,520,515	0.46 %
2	India	462,124,989	34.8 %	1,326,801,576	864,676,587	30.5 %	108,010,242	1.2 %
3	U.S.	286,942,362	88.5 %	324,118,787	37,176,425	1.1 %	3,229,955	0.73 %
4	Brazil	139,111,185	66.4 %	209,567,920	70,456,735	5.1 %	6,753,879	0.83 %
5	Japan	115,111,595	91.1 %	126,323,715	11,212,120	0.1 %	117,385	-0.2 %
6	Russia	102,258,256	71.3 %	143,439,832	41,181,576	0.3 %	330,067	-0.01 %
7	Nigeria	86,219,965	46.1 %	186,987,563	100,767,598	5 %	4,124,967	2.63 %
8	Germany	71,016,605	88 %	80,682,351	9,665,746	0.6 %	447,557	-0.01 %
9	U.K.	60,273,385	92.6 %	65,111,143	4,837,758	0.9 %	555,411	0.61 %
10	Mexico	58,016,997	45.1 %	128,632,004	70,615,007	2.1 %	1,182,988	1.27 %

Figure1. Indicators of Internet users in 10 countries of the world

Internet usage does not always go smoothly. There are problems with it. Do you think defects will come about by themselves? Of course not. Attacks on your information, attempts to steal it will cause you problems and malfunctions. [3]Generally, users do not want to publicly share all of their personal information. Some users prefer for part of their information to only be viewed by certain friends, and other users want most of their personal data to be private. Such attacks are far from ordinary users. Basically, such attacks and theft are found in business, large farms and public institutions.

The following picture lists the cybercriminals countries which many happens on the Internet. Figure2 (Park, 2017)

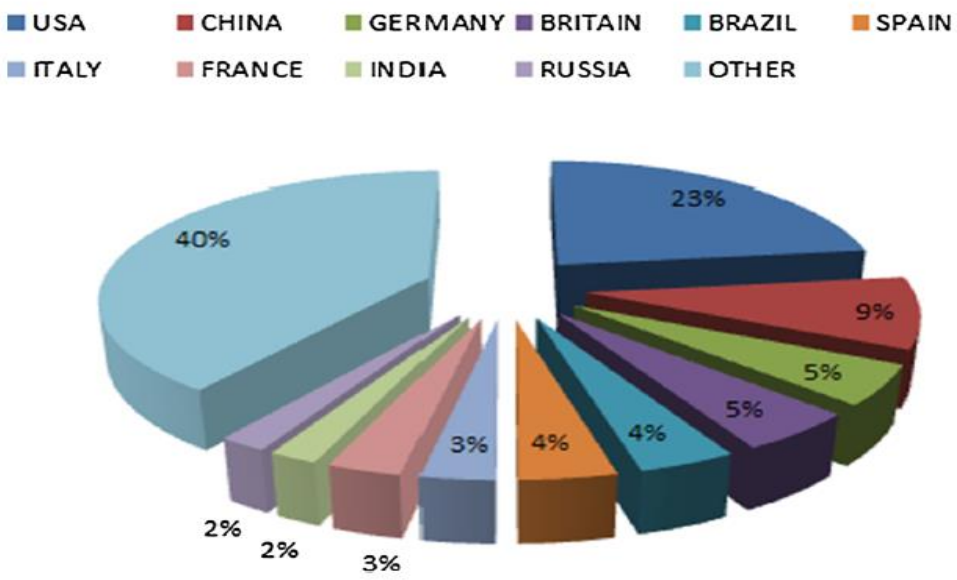

Figure2. Top 10 most cybercrime countries

Internet necessity and its benefits

Many use the Internet for entertainment purposes, such as reading news, listening to music, and using social media. But the convenience and benefits that the Internet can offer to people are not the only ones. Let's take a simple e–mail service. You can write a letter in a few seconds and send it to anywhere in the world in just a few seconds by pressing a button on your computer or phone. Is this possible before the Internet? Of course not. For this purpose, it was necessary to use traditional postal or telegraph services. Now, that's not the case. Or try trading online. You can now sit at home and buy whatever you want on the web and order it to your home. In Uzbekistan, sales on the Internet are gradually improving. Asaxiy.uz, sites like Udobno.uz are the first steps in this way.

The Internet is not only used by ordinary users like you, but also private and public companies. Almost all major companies now have full contact with their employees and customers on the Internet. It offers its products to the public through the internet, sells and provides a variety of services. Internet Governments also facilitated their work. Almost all citizens are now in electronic form in many countries. This red tape reduces the inconvenience that citizens tend to face in the office and face the authorities face–to–face. For the same purpose in Uzbekistan, my.gov.uz project is a positive and exciting event.

Network security risk assessment

Although the advent of the information age facilitated the people’s lives and work greatly, there were also a large number of security risks and network security, especially after entering twenty–first century. (Yu, 2018) With the development of network technology, network information security incidents have been increasing.

How to reduce the occurrence of network security incidents has become one of the important tasks of modern information network security (S.Siracari, 2015).

As an example we can see social networks. Social networks have become a major part of the Internet for many today. That is, many users today have access to the Internet, mostly social networking, to receive updates, video and other entertainment information from these networks; speaks to friends, talks, and so on.

Examples of popular social networks include sites like Facebook, Twitter, Odnoklassniki, Vkontakte and Muloqot. The biggest threat to the privacy of Internet users is that they can come from these networks now. Because you may have entered your personal information, photos, and even your credit card and bank details on those sites.

Network security risk assessment was to analyze and evaluate the security risk of the network system and to understand the threat of the network system fully, and to judge the vulnerability of the network and to evaluate the probability of the occurrence of the security event in a quantitative way. (N.V.Juliadotter, 2015)

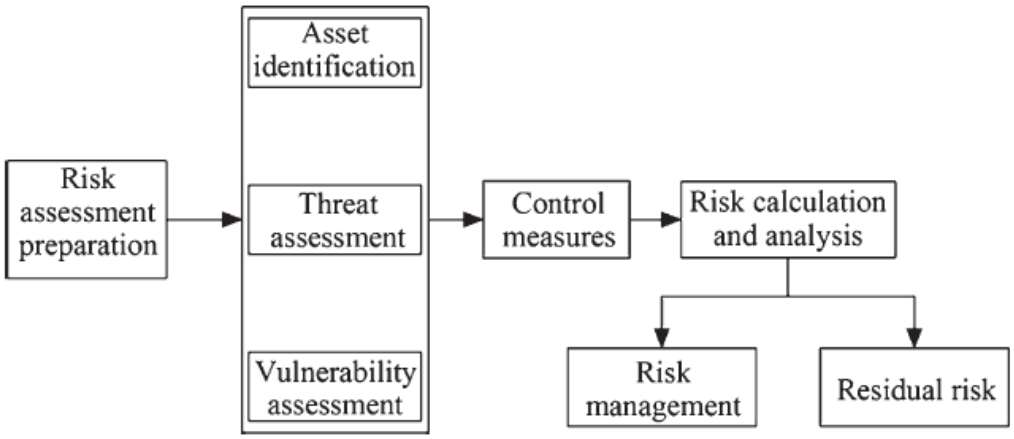

Figure3.Relationship model of risk assessment of all kinds of factors.

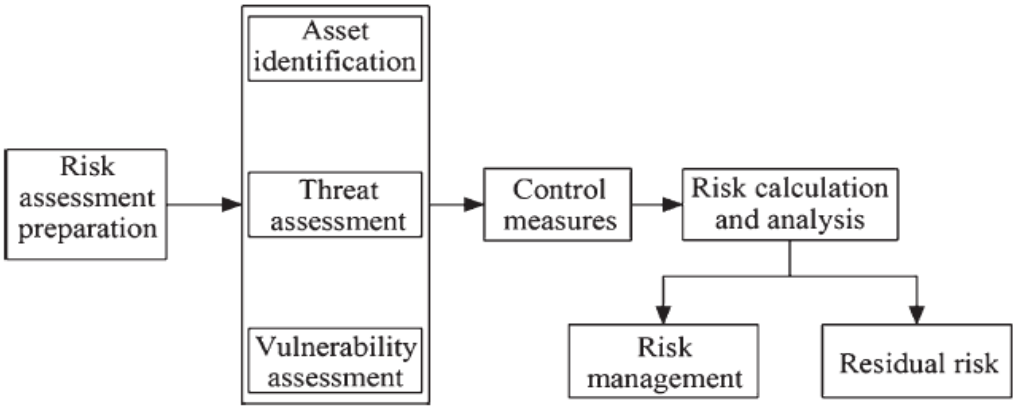

Figure 4. Network security risk assessment process.

Cyber Attacks. Doing, controlling

Internet– cyber–attacks targeting ordinary people, mainly criminal individuals or groups. They access people's e–mails, computers or other electronic devices, turn off their personal information, and thereby find out about their bank or credit card information. You may be required to claim money by threatening to steal your personal information, photos and videos.

Government agencies also find individuals dealing with illegal trafficking in the Internet. If you use a suspicious or controversial site and online resources, and know how to use them safely, before you commit any offense, you may be exposed to the security services and may cause unwanted consequences for you.

Computer crime may be defined broadly as 'the destruction, theft, or unauthorized or illegal use, modification, or copying of information, programs, services, equipment or communication networks'.It can be usefully classified as follows: (a) financial theft; (b) computer hacking; (c) electronic embezzlement; (d) malicious sabotage; and (e) espionage. (Rosoff, 2002) Typically, these types of computer crime involve an intelligent computer programmer who has the ability to access source codes or accounts, falsify records or transactions, copy confidential information, bypass security safeguards, and enter fraudulent data or 'sleeper' programs into computerized systems to steal money from legitimate sources such as banks, software producers, government institutions, and the gambling industry. (Arnovitz, 1997).

The first technique used by the cyber–criminals was based on observing screen

outcomes in order to predict profitable payouts. By deploying a computer program that simulated the RNG algorithm of a gambling machine, by establishing an extensive information base on gambling combinations, and by using a computer–generated search mechanism with reverse engineering capacity, the cyber–criminal team was able to uncover and crack the machine's payout code. (John, 2007)

Taken together, the overall enforcement structure lacks an integrated command system with clear lines of authority and responsibility. Law enforcement is often lax, diffuse, reactive, and from a distance. Keeping the law away is not especially difficult since it is rarely present at the locations where organized cyber–crimes occur.observe, law enforcement responds to 'complaints and tips' about gambling–related crime, but does not 'initiate investigations on their own.' Risks of detection, apprehension, and prosecution are relatively low and we found that this enabled the cyber–crime organization to function on a continuous basis, without much fear of legal interference (Smith, 1999).

Protecting against Internet attacks

To protect yourself from internet attacks, you need to provide us with support and following help us:

- Safe use of email
- Types of threats by email
- Ways to Protect from Spam:

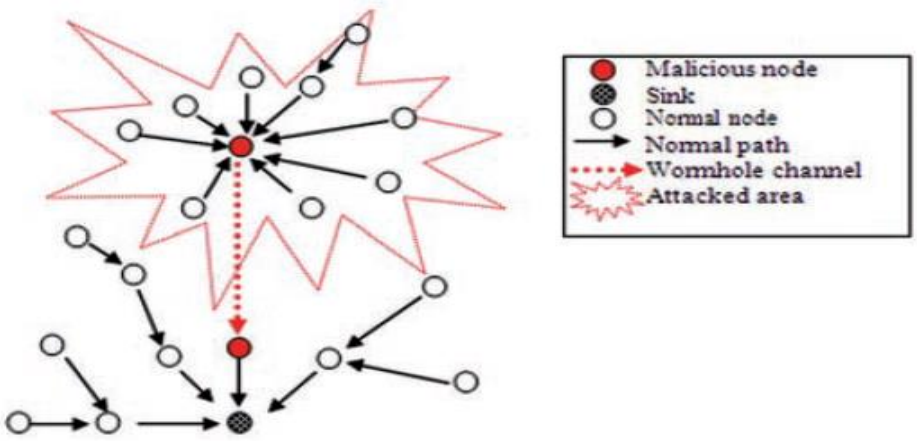

Figure 1: Example of wormhole attack in WSNs with two adversaries.

- Ways to Protect Phishing
- Ways to Protect from Spoofing:
- Secure Internet Browser
- Secure use of computer devices
- Protection of computers and laptops
- Protecting mobile devices
- Social network security

To avoid unpleasant situations, you need to know how to use the Internet safely. Usually, special protection software is used to avoid attacking viruses and malware. But the best protection against such threats is to keep the Internet hygiene. That is, if you know the rules of using the internet and you know how to identify suspicious sources from trusted sites and know what to do when faced with them, there is little chance that they will be victims of cyber attacks.

Methodology

The rest of this paper concentrates on wormhole–based attacks in WSN(Wireless Sensor Networks). A typical wormhole attack requires two or more attackers – malicious nodes – who have better communication resources than regular sensor nodes. The attacker creates a low–latency link (i.e. high–bandwidth tunnel) between two or more attackers in the network. Attackers promote these tunnels as high–quality routes to the base station. Hence, neighboring sensor nodes adopt these tunnels into their communication paths, rendering their data under the scrutiny of the adversaries. Once the tunnel is established, the attackers collect data packets on one end of the tunnel, sends them using the tunnel (wired or wireless link) and replays them at the other end. A typical wormhole attack is shown in Figure 5. Wormhole attacks may result in serious damages in WSNs by interrupting or altering the information flow towards the base station. In addition, if the attackers do not modify or fabricate data packets, cryptographic solutions alone cannot detect wormhole attacks.

The benefits and opportunities of the Internet for mankind are increasing day by day. At the same time, security issues have not diminished. Even if you have all the necessary autoruns and other information security software, your online

activity will never be 100% safe. You can minimize the risk by strongly choosing your password or entering harmful sites, but if the hackers intend to attack you personally, they are less likely to survive the threat. Of course, ordinary people will not have to face the intentional attack of hackers. So in summary, we provide you with the latest recommendations for safe use of the Internet.

• As much as possible, enter your personal information on websites and networks less often.

• Do not communicate with inexperienced people, and never open the site addresses and attached files in the emails from them. Recently, even in Uzbek, spam and malicious emails are coming.

• Do not assume that no one knows your privacy and chat messages except the one you and the person you are communicating with. Everything you write can be saved or saved or someone is watching.

• Use the Internet responsibly. If you can not stand behind your own words, that is, when you have a chance to answer publicly or unknowingly for the words you have written on the Internet or your actions, ling For example, when you talk to others on social networks, you may be faced with situations when you criticize someone or something.

• Do not engage in illegal activities on the Internet. What are some types of illegal activities? For example, pornography, reading, or dissemination of violence, and propagating religious extremism can lead to criminal prosecution. So, be obedient to the law on the Internet.

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IMPROVING THE EFFECTIVNESS OF MILITARY CADETS' ORAL PRACTICE BY USING VIDEO DURING THE CLASSES

Rakhmonova B.Sh., *TUIT named after Muhammad al–Khorezmi, Special Faculty*

Abstract. *This article is about watching some fragments of video during the English lesson and it will help our cadets to develop their confidence and motivation learning English language in the high military schools*.

Foreign languages are now taught at all levels of Uzbekistan education system, including kindergartens, preschool, schools, lyceums, colleges and institutes. We think all learners are desired to speak English fluently and perfectly. Many of them have enough talent, knowledge and skills to express their thoughts, ideas, and their point of view in English very obviously. In order to speak well learners have to work systematically. They must record their answers if they can. It will develop their self–awareness: they will be able to hear where their strengths lie and which aspects of their speaking they need to improve. In addition, watching some fragments of video and your speaking have improved over time will increase your confidence and motivation. As teachers, I recommend our cadets to write down any useful vocabulary and grammatical structures and be aware that vocabulary consists of more than just single words: also pay attention to bigger chunks of language, such as phrases and collocations.

Working on the video is very interesting and fruitful. The teacher begins the lesson by telling cadets what they are going to be doing for the class. The teacher does this, recognizing that any new learning experience can be threatening. When students have an idea of what will happen in class, they often feel more secure. Cadets learn best when they feel secure. Each cadet is given a time limit and towards the end of the activity is reminded that they have only one minute left. Setting and enforcing time limits also enhances cadet security.

Afterwards, they list the words they need for the descriptions. I think that cadets should be given an opportunity to assert themselves, to be actively involved, and to invest themselves in the learning experience. One of the ways of allowing for this is for the students to have the responsibility for generating the language they wish to learn or to work on.

The cadets next inquired about the meaning and practiced the pronunciation of the words they list. You may recall that the teacher stood behind the cadets as she reads the words after them. This is done in the belief that the superior knowledge and power of the teacher can be threatening. If the teacher does not remain in the front of the classroom, the threat is reduced and the cadets can focus their full attention on the words in front of them. Using video focuses on creating an autonomy–supportive climate as results suggest that it is the most dominant predictor of cadets' self–efficacy, self–regulation, cognitive strategies, intrinsic value of their studies, and anxiety. The cadets learn to discriminate: to listen carefully to see if what they are saying matches what the teacher is saying.

We have some recommendations for cadets, which they must follow:

1. Watch the section of the tape containing the part of the lesson you have chosen to work on. Make a list of everything you see the teacher doing and saying. Repeat this until you have a reasonably complete description of what the teacher did and how he did it.

2. Practice teaching this part of the lesson to your colleagues. Imitate the teacher on the tape as closely as possible.

3. Ask your colleagues to tell you what you did right and what you need to change.

4. Discuss other possible ways of doing the Question–Answer Drill. For example, have individual cadets ask each other the questions.

The following suggestions for expanded activities, therefore, are not necessarily interactive or communicative.

1. Select a short passage about a different topic but one that contains the same grammar points or vocabulary items.

2. Prepare the cadets by reviewing the grammar and teaching any new vocabulary items that might be in the story.

3. Read each sentence before the cadets do, to set a correct model for them to imitate.

4. Have the cadets read aloud to practice their pronunciation and intonation. Be sure to correct any mistakes as soon as they are made.

5. Ask comprehensive questions of individual cadets.

With your guidance, the cadets can create their own stories. Start by setting the topic.

1. Give one cadet a word that will begin the story. The first cadet says the first word of the story; the second cadet then repeats the first word and adds one of his own; the third cadet starts at the beginning, repeating the first and second words, and then adds another one, and so on. Taking turns in this manner, the cadets build the story as it progresses around the room.

2. Make sure that the story makes sense, and that the grammar and pronunciation are correct. Make corrections immediately. Help cadets who are stuck to come up with a word. Keep it light and fun.

3. After the story has gone around the room once, ask the cadets to dictate the story to you. After you write it on the board, they can write it in their notebooks. In large classes, you can work with groups of 12 to 15 at a time while the others observe and take notes. Practice getting the meaning of words and phrases across through demonstrating and acting, an important and useful technique for this method. You can practice by playing a variation of charades with your group mates.

As we know, the influence of new technology in delivering our lessons has made a difference in how we teach today. Our cadets look forward to English lessons. Every time we can feel wonder and curiosity on their faces. It shows they are very eager to learn foreign languages.

Using video clips, fragments of films help cadets' concentration and means of alerting their attention to details, which will be focused on later.

You may wish to spend a few minutes reflecting on what you have seen. Try to identify techniques or principles, which you find helpful and think about how you might adapt them to your own teaching situation. Of course, even those techniques or principles, which you did not find useful, will help you clarify your own beliefs about the teaching, learning process.

Below I want to mention the idea to video record your learners. Why? Learners can also watch their own active and passive activities, their action, and themselves. It encourages them to be energetic and alert. They can find their errors and gross mistakes very easily. It helps them to get rid of their mistakes in time.

This would allow other cadets to see their own eyes. A teaching idea being implemented in the local situation; perhaps as a result they will be convinced of its effectiveness, and be inspired to experiment with it themselves in their own class.

The main purpose of using video is to learn the language better, understand other people's speech, increase their own fantasy, and get information about various traditions, customs of different people.

As a teacher, I have also organized interesting video lessons where teachers have been asked to give their own ideas, opinion, advice and feedback. This process encouraged means a way of improving the effectiveness of my professional practice.

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ИНФОРМАЦИОННО–КОММУНИКАЦИОННЫЕ ТЕХНОЛОГИИ КАК СРЕДСТВА ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ ПРОЦЕССА ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В ВОЕННЫХ ВУЗАХ

Махсудова О.Н., *старший преподаватель кафедры Иностранных языков, ТИУТ имени Мухаммада ал–Харазми*

Abstract. *The development of the use of information technologies and ICTs in foreign language studies in universities in terms of efficient use of information and communication technologies. Benefits and shortcomings of information and communication technologies. The issue of ICT-capacity-building of the teacher of the foreign language, as well as the use of multimedia technologies in foreign universities.*

Образовательная сфера сегодня занимает одно из ведущих мест в области интегации новейших информационных и коммуникационных технологий. Актуальность вопроса, касающегося определения

эффективности использования ИКТ преподавателями, связана с задачей по их внедрению в процесс обучения.

Появление новых электронных информационных и коммуникационных технологий приводит неизбежно росту потребности в информации. Сегодня в связи с интенсивной информатизацией общества происходят внушительные изменения и в системе образования в военной сфере. Основная цель применения различных информационных технологий – научить курсантов коммуникативно–ориентированному владению иностранным языком в профессионально–значимых ситуациях межкультурного делового общения.

Информатизация в методике обучения иностранному языку представляет собой комплекс мер по обеспечению всего процесса обучения и овладения иностранным языком и культурой страны изучаемого языка, методологией, технологиями разработки новых учебных и учебно–методических материалов, методиками использования новых информационных и коммуникационных технологий в обучении, подготовкой и повышением квалификации педагогических кадров, способных широко использовать потенциал информационных технологий на практике. Существует следующие основные направления информатизации языкового образования:

1) определение методологической базы отбора содержания обучения иностранному языку и культуре;

2) отбор и разработка активных и проблемных методов и форм обучения языку и культуре в условиях информатизации языкового образования;

4) разработка инновационных методик использования информационных и коммуникационных технологий в обучении иностранному языку и культуре;

5) разработка учебных материалов нового поколения, интегрирующих различные виды ИКТ в процесс обучения и овладения иностранным языком;

6) разработка систем компьютерного контроля развития речевых умений и формирования языковых навыков речи обучающихся.

Информатизация языкового образования не обошла стороной и военные вузы. Невозможна без использования современных образовательных технологий качественная языковая подготовка военных специалистов. Оптимизация вузовских и кафедральных структур, сокращение профессорско–преподавательского состава и часов на изучение дисциплин в соответствии с новыми государственными образовательными стандартами заставляют педагогов, преподающих уроки в военной сфере искать пути усовершенствования учебно–воспитательного процесса и за счет его интенсификации: применения новых технологий, компьютерных мультимедийных средств обучения и разработки новых эффективных методик их использования. Несмотря на то, что информационно–коммуникационные технологии относительно недавно вошли в методику обучения иностранному языку, тем не менее уже сформировался

внушительный корпус работ в учебно–методической литературе, в которых авторы разрабатывали методики обучения аспектам языка, видам речевой деятельности и культуре посредством определенной интернет–технологии и выявляли эффективность ее использования в учебном процессе. Ориентированный выбор конкретной технологии или методики обучения иностранному языку и культуре должен осуществляться преподавателем с учетом интересов, потребностей, способностей, мотивации конкретной группы обучающихся, информационно–коммуникационные технологии в отличие от обычных технических средств обучения, позволяют развивать творческие способности обучаемых, учат их самостоятельно приобретать новые знания, работать с различными источниками информации. Надо отметить, что учебная деятельность в условиях применения средств информационно–коммуникационных технологий отличается от традиционной учебной деятельности тем, что имеет целевую установку не просто на обучение, воспитание, развитие, но и на информационную подготовку специалистов в конкретной области профессиональной деятельности.

Следующие доказательства позволяют нам перечислить преимущества использования информационно–коммуникационные технологии в процессе обучения иностранному языку в военном вузе:

- они повышают эффективность обучения при значительной экономии времени;
- упрощают проверку усвоенного материала;
- мотивируют курсантов на получение знаний;
- позволяют разрешить вечную проблему раздаточного материала, реализовать принцип наглядности;
- дают возможность интерактивного использования видеофрагментов и изображений страноведческого характера для приобщения курсантов к культуре стран изучаемого языка;
- дают возможность практиковать язык на аутентичных материалах;
- вдохновляют преподавателей на поиск новых подходов к обучению, стимулируют их профессиональный рост и т. д.

Следует отметить и ряд недостатков использования информационно–коммуникационные технологии в военных вузах, а именно:

- недостаточно приспособленное для преподавателей программное обеспечение интерактивных досок (ИД);
- подготовка занятий с использованием информационно–коммуникационные технологии является трудоемким процессом и требует больших затрат времени;
- невозможность обновления существующего программного обеспечения из–за отсутствия выхода в Интернет;
- наличие чисто технических проблем: скачки или отсутствие напряжения; пропадание звука; отказ интерактивных досок по неизвестной

причине; поверхность интерактивных досок может повредиться, а замена поврежденной поверхности – очень недешевая услуга и т. д.

Однако большинство перечисленных недостатков не могут стать причиной для отказа использования информационно–коммуникационные технологии в образовательном процессе. Неоспоримым является тот факт, что информационные технологии занимают важное место в преподавании дисциплин в военной сфере. Остановимся на ресурсах сети Интернет.

Был проведен опрос для определения наличия элементов информационно–технологической культуры и способности ее проявления в решении проблемы содержания образования в вузах. На вопрос об использовании интернет ресурсов в учебном процессе свидетельствуют о том, что подавляющее большинство прилагают к этому усилия. Однако некоторые из них обращаются к услугам сети Интернет по необходимости и нерегулярно.

Следовательно определяется понятие «ИКТ компетентность преподавателя иностранного языка» как способность использовать учебные интернет ресурсы, социальные сервисы и другие информационно–коммуникационные технологии с целью формирования языковых навыков и развития речевых умений при обучении иностранному языку и культуре страны изучаемого языка. Анкета для определения уровня ИКТ–компетентности преподавателя содержала следующие вопросы:

1) используете ли Вы информационно–коммуникационные технологии в учебном процессе;

2) приходилось ли Вам искать материал для занятий по иностранному языку в Интернете;

3) какова цель использования Вами информационно–коммуникационные технологии в процессе обучения иностранным языкам;

4) какими критериями Вы руководствуетесь при использовании интернет ресурсов в процессе отбора и проектирования содержания образования по иностранному языку;

5) какими ресурсами Вы пользуетесь чаще всего;

6) при решении каких дидактических задач Вы используете интернет–технологии;

7) участвуете ли Вы в онлайн–семинарах (вебинарах);

8) считаете ли Вы интерактивную доску эффективным средством вовлечения курсантов в активный процесс познания?

9) владеете ли Вы навыками подготовки презентаций с использованием ИКТ и т.д.

Несомненно, есть преподаватели, которые отдают предпочтение традиционным учебникам, а есть и те, кто активно использует и электронные учебники, и материалы Интернета как образовательного ресурса.

Основными целями использования информационно–коммуникационные технологии являются повышения эффективности и качества обучения на занятиях по иностранному языку, возможность практиковать язык на

аутентичных материалах, а также повышение мотивации курсантов к изучению иностранного языка.

Говоря об информационных и коммуникационных технологиях, дающих возможность использовать компьютерное сопровождение в образовательном процессе, нельзя не упомянуть такие новые интернет–технологии, как вебинары. Вебинар – это онлайн–семинар, лекция, организованные при помощи web–технологий в режиме прямой трансляции.

Следует отметить что целью проведения Вебинаров является активное использование участниками полученную информацию на своих занятиях, к примеру, для закрепления грамматического материала. Сначала курсантам предлагается прослушать диалог, в котором они встретят все пройденные грамматические структуры и увидят, как эти структуры используются в реальных жизненных ситуациях. Каждый видеоролик сопровождается комментариями преподавателя. Эти видеоролики позволяют наглядно и ситуативно представить особенности употребления грамматического явления. Аудиозаписи, сделанные носителями языка, позволяют заинтересовать курсантов и добиться определенных результатов при обучении восприятию и пониманию иностранной речи на слух.

Однако специфика обучения в военных вузах не предусматривает выхода в Интернет в режиме онлайн из–за отсутствия безопасного доступа к локальным и глобальным сетям, и это не позволяет использовать полный спектр уникальных возможностей мультимедийных средств.

Наиболее часто используемым в учебном процесс информационно–коммуникационных технологий педагоги относят электронные учебники и пособия, демонстрируемые с помощью компьютера и мультимедийного проектора; электронные энциклопедии и справочники. Следует отметить, неоценимую помощь в подготовке презентаций преподавателям оказывают наши курсанты – представители нового поколения, большинство из которых владеют информационно– коммуникационной технологией и, в частности, навыками составления презентаций на должном уровне. Ярким доказательством этого факта служат их доклады в форме презентаций во время научно–практической конференции на английском языке.

Таким образом, собственный опыт преподавания в военном вузе позволяет сделать вывод о необходимости рассмотрения информационно–коммуникационные технологии как средства повышения эффективности процесса обучения иностранным языкам в военном вузе.

Комплексное использование мультимедийных и традиционных средств дает возможность обеспечить более эффективную языковую подготовку курсантов в военном вузе. Необходимо совершенствовать обучающие технологии, внедрять в учебный процесс все новое, что есть в нашей стране и за пределами её.

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ПОДГОТОВКА ВОЕННЫХ СПЕЦИАЛИСТОВ: МЕТОД «КЕЙС–СТАДИ» В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

СалаховаЭ.З., *старший преподаватель ТУИТ имени Мухаммада аль – Хорезми*

Abstract. *The article considers the peculiarities of using "case study" method at the English lessons for military students. This paper describes definitions of case study and importance of its implementation at lessons. It also explains the role of this method in preparing military men.*

Повышение эффективности военного образования причислено к основным приоритетам развития системы военной организации государства. Военное образование должно чутко реагировать на изменения в средствах и способах вооружённой борьбы, в структуре и задачах деятельности вооружённых сил и других силовых структур и ведомств, учитывать возрастающие требования к офицерским кадрам, которые следует воспитывать в соответствии с реалиями. Современные социально–политические условия диктуют подготовку офицера, психологически готового и способного профессионально и компетентно выполнять свои служебные задачи. В настоящий момент в нашей республике руководством

страны уделяется особое внимание развитию и совершенствованию системы военного образования.

Перед системой высшего военного образования стоят сложные задачи, предъявляющие требования к развитию личности будущего военного специалиста. Должна быть сконструирована профессионально–ориентированная образовательная среда в обучении военных специалистов, учитывающая специфические факторы, связанные с образовательной программой в этой сфере.

Образовательная среда для военных специалистов должна формировать у военнослужащих определённый набор профессионально–ценностных ориентаций. Сложнейшая задача подготовки военного специалиста актуальна. Поэтому возрастает уровень требований к преподавательскому составу. Главная задача преподавателя в постоянно меняющемся мире – научить и стимулировать обучающихся учиться, уметь находить, извлекать и применять информацию из любого источника, критически её осмысливая. Этот аспект поиска и анализа поступающей информации особенно востребован сейчас в связи с доступностью огромного количества информации. Всё это заложено в военно–педагогическом процессе, который в XXI веке имеет формат интерактивного обучения. Суть интерактивной модели обучения – решение задач/ ситуаций, предполагающих взаимодействие курсантов друг с другом, обмен информацией и др.

Образовательная ситуация требует внедрения форм учебно–воспитательного взаимодействия между преподавателем и курсантами. Модель обучения, ориентированная на «передачу» обучающимся «готовых знаний», то есть просто обучить английскому языку, осталась в прошлом. Преподаватель должен найти оптимальный «комплект» методов обучения, который будет соответствовать целям овладения конкретной учебной дисциплиной [4–6]. Как правило, «модель преподавания» во многом отражает личностные профессиональные умения и предпочтения. Хотелось бы отметить, что должна быть взаимосвязь со специальными дисциплинами в преподавании английского языка. Это возможно если ввести в содержание учебного занятия специальные задания на уроках английского языка, которые называются кейсами.

Кейс–стади («case study») – это метод обучения, который предполагает решение конкретных практических примеров (кейсов). Кейс (англ. «case» – «случай») – это задание или комплект заданий для индивидуальной и/или групповой учебной деятельности, характеризующих реальную или виртуальную проблему, которая, возможно, может и не иметь единственно правильного решения. Обучение на основе практических примеров (кейсов) способствует выработке аналитических навыков и навыков решения проблем, а также позволяет курсантам применять новые знания и навыки на практике; обучающиеся должны научиться принимать профессиональные решения в предложенной ситуации.

В основе метода «case study» лежит имитационное моделирование / конкретный пример: констатация ряда событий; описание конкретной профессиональной деятельности или эмоционально–поведенческих аспектов взаимодействия людей, т.е. моделируется соответствующий содержанию обучения «профессиональный процесс в реальных условиях». Ситуационные задачи – это инструментарий, позволяющий курсантам нарабатывать профессиональный опыт решения интеллектуальных задач (операции: ознакомление → понимание → применение → анализ → синтез → оценивание ситуации и принятие решения). Результатом применения метода являются не только знания, но и умения профессиональной деятельности [5, с. 42; 6]. Нарабатываемый опыт важен потому, что обычно большая часть решаемых жизненных задач требует взаимодействия с другими людьми. В учебном кейсе курсанты учатся распределять задачи, налаживать общение (сотрудничать), принимать решение и нести общую ответственность за финальный результат.

Методика работы «case study»: группе предлагают конкретный случай, описывающий реальные события (ситуацию). Эта информация может быть изложена в виде тестового задания, текста, документа или с помощью визуальных средств (видео, слайды и др.). Работа может идти как в группах, так и индивидуально, в установленное время, как результат представляют варианты решений для обсуждения между группами [7].

Специфика кейс–задания: имеет практико – (профессионально) – ориентированную направленность, так как требует конкретных предметных знаний. Отметим, что нередко разработчики присваивают кейсам названия (мы также именовали часть представленных кейсов), отражающие их смысл. Проблемный вопрос в кейсе – обязательный атрибут.

Подводя итог, отметим, что нет «единого» метода, который является совершенным и подходит во всех учебных ситуациях. Важно помнить, что курсант – центральная фигура в образовании, потому основная функция преподавателя заключается не в передаче знаний, а создании условий для их формирования. Педагогический потенциал метода «case study» в военном образовании значительно превосходит традиционные методы обучения в плане личностного влияния. (А.А. Вербицкий).

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ҲАРБИЙ ХИЗМАТЧИЛАРНИНГ КАСБИЙ КОМПЕТЕНТЛИГИНИ ТАРБИЯЛАШ МЕХАНИЗМЛАРИНИ ИЛМИЙ–ПЕДАГОГИК ТАКОМИЛЛАШТИРИШДА ТИЛНИНГ ЎРНИ

Тоштемиров М.С., *МФ, Муҳаммад ал-Хоразмий номидаги ТАТУ, Тактика – умумқўшин тайёргарлиги ва Гуманитар фанлар кафедраси, умумқўшин цикли бошлиғи*

Abstract*. The article mentions the scientifically-pedagogical improvement of the mechanisms of upbringing of professional skills of servicemen. Professional competence allows the military personnel to fully demonstrate themselves in the context of thematic pedagogical activity.*

Юртимизда барқарорлик, ижтимоий фаровонлик, аҳолининг тинч–осуда ҳаёт кечириши учун барча имкониятларни таъминлаш ва шу аснода энг муҳими, суверенитетимиз, истиқлол туфайли эришган яхлитлигимиз мустаҳкамлигини таъминлаш долзарб муаммолардан бири ҳисобланади.

Бугунги кунда олиб борилаётган ҳарбий ислоҳотлар, юртимизда барқарорликни янада чуқурроқ таъминлашга қаратилган барча таълим–тарбиявий тадбирлар етук ҳарбий хизматчи шахсини шакллантиришга йуналтирилгандир. Қуролли Кучларимиз олдида энг масъулиятли вазифа, яъни, энг улуг неъмат Ватан мустакиллиги, унинг тинчлигини халкаро терроризм ва экстремизм балосидан химоя килиш вазифаси турибди. Шу нуқтаи назардан, давлат баркарорлигига карши каратилган тахдидларнинг мавжудлигини инобатга олсак, харбий хизматчи уларнинг салбий мохиятини тушуниб етадиган, но–стандарт вазиятларда туғри карор кабул кила оладиган, ўз бурчи ва қасамёдига содик қоладиган, хизмат манфаатини шахсий манфаатдан доимо устун куйиб, зиммасидаги вазифани бажарадиган компетент шахс булиши лозим. Бу борада харбий хизматчилардан доимо ўз устиларида тинмай ишлашлари, жисмоний, рухий ва касбий жихатдан тайёргарликлари юкори даражада бўлишига эришишлари талаб этилади. Бу эса ўз навбатида Қуролли Кучларимиз сафида ҳарбий хизмат ўтаётган хар бир ҳарбий хизматчида, айникса офицерлар ва сержантларда касбий компетентликни тарбиялаш масаласи долзарб эканлигига урғу беради.

Харбий хизматчиларнинг касбий компетентлиги ўз фаолиятларининг барча йуналишларида намоён бўлади. Шу боис, бугунги кунда офицерлар ва сержантларда касбий компетентликни тарбиялашнинг барча компонентлари, тамойиллари, механизмларини шакллантириш талаб этилади. Зеро, ҳарбий хизматчиларнинг касбий компетентлигини тарбиялаш деганда, авваламбор чукур билим ва юксак интеллектуал салохият, ўз ҳарбий бурчини бажаришда катъий ирода ва пухта тайёргарлик сифатларини шакллантириш назарда тутилади. Компетенция (лот – лойикман, муносибман, эришаяпман) у ёки бу сохадаги билимлари, тажрибаси [2].Компетентлик – шахснинг муайян таълим йуналиши ёки мутахассислиги буйича олган билим, малака ва куникмалари хамда шакл–ланган шахсий хислатларини мехнат фаолия–тида муваффакиятли куллай олиш кобилияти–дир[3]. Компетенция ва компетентлик тушунчала–ри билим, куникма, малака тушунчаларидан кўра

кенгроқ маънони англатади. Чунки, улар шахснинг фикрлаш кобилияти, характери, зий–раклиги, дунёкараши, умуман иродавий си–фатларини камраб олади.

Бугунги кунда компетентлик тушунчалари ва уларнинг таркибига кирувчи мухим компонентлар мазмунини аниқлаш, шунингдек, уларни фаолиятнинг турли сохаларда шакл–лантириш хамда ривожлантириш муаммолари буйича бир катор тадкикотлар олиб борилган булиб, бу уларни таснифлашни юзага келтиради.

Жумладан, қуйидаги компетентлик турлари мавжуд:

– ўзини тутиш (индивидуал) компетентлиги;
– техник (профессионал) компетентлик;
– умумий компетентлик;
– махсус компетентлик;
– бошланғич компетентлик;
– ижрочилик компетентлиги;
– дифференциал компетентлик.

Ўзини тутиш (индивидуал) компетентлиги – ўзининг профессионал вазифаларини бажариш пайтида инсоннинг индивидуаллигини ҳарактерловчи компетентлик. У шахслараро муносабат, бошкариш усули (стили), тахлил килиш қобилияти, максадни эгаллашга йуналтирилган масалаларни ўз ичига олади. Булар «юмшок талаблар» ёки «юмшок компетенциялар» деб юритилади. **Техник (профессионал) компетентлик** – мехнат натижалари, профессионал мажбуриятларни бажариш стандартлари билан бевосита боғлик булган компетентлик. Булар «каттик талаблар» ёки «каттик компетенция–лар» деб юритилади. **Умумий компетентлик** – маълум бир касб билан шуFулланувчи барча инсонларни характерловчи компетентлик. Шу билан бирга инсоннинг кайси ташкилотда ишлаётгани ёки кайси лавозимни эгаллагани мухим ахамият касб этмайди. **Махсус компетентлик** – аник профессионал мажбуриятларни самарали бажариш учун керак булган компетентлик. **Бошлангич компетентлик** – топширилган профессионал вазифаларни бажариш учун хо–димга зарур булган асос, базавий компетентлар. **Ижрочилик компетентлиги** – эришилган натижаларнинг сифатини аниклаштирувчи компетентлик. Ч.Вудравнинг фикрига кура, бошланғич ва ижрочи компетентциялар ўртасидаги фаркни сезиш кийин, бунинг учун маълум даражадаги компетентлик керак булади. **Дифференциал компетентлик** у ёки бу даражада самарали ижрочиларни фарклашга ёрдам берадиган компетентлик. Бу хилдаги компетентликда у ёки бу профессионал вази–фани бажариш пайтида узини кандай тутиш кераклиги тасвирланган моделлар мавжуд булади. Шу билан бирга, шундай касбий компетент–ликлар борки, улар куплаб касблар учун асос бўлиб хизмат қилади ва ишлаб чикаришда хам, ижтимоий амалиётда хам кул келади.

Юкорида санаб ўтилган касбий компетентликлар бунга мисол бўла олади. Э.Ф.Зеернинг фикрича, касбий компетентлик касбий билимлар,

куникмалар йиғиндиси, шунингдек, касбий фаолиятни амалга ошириш усуллари булиб, улар қуйидаги таркибий кисмлардан иборатдир:

–ижтимоий– умумий компетентлик –ижтимоий институтлар ва одамларнинг узаро фаолиятлари сохасидаги билим ва куникмалар, шунингдек, касбий мулокот йуллари ва хулк–атвор коидаларини пухта эгаллаганлик;

– махсус компетентлик мустакил равишда муайян фаолият турларини амалга оширишга тайёрлик, кўп учрайдиган касбий масалаларни еча билиш ва уз мехнати нати–жаларини бахолай олиш, ўз мутахассислиги буйича янги билим ва кўникмаларни мустакил равишда ўзлаштира олишга қодирлик;

– шахсий компетентлик – касбий махорат ва малакаларни доимий равишда орттириб боришга кодирлик, касбий фаолиятда ўзини кўрсата олиш;

– аутокомпетентлик – узининг ижтимоий касбий имкониятлари буйича хакконий тасав–вурга эга булиш, касбий кийинчиликларни бартараф эта олиш.

Компетентликни билим, кўникма ва малакаларга карама–карши куйиш мумкин эмас. Компетентлик билим, кўникма ва малака ту–шунчаларига нисбатан кенгрок маънога эга. Компетентлик таълим натижаси сифатида уларни ўз ичига олади, лекин компетентликни билим, куникма ва малакалар йиғиндиси сифатида тушунмаслик керак. Компетентлик харбий хизматчиларнинг шахсий ва ижтимоий ахамиятга эга касбий фаолиятларини амалга ошириш учун зарур булган билим, кўникма ва малакаларнинг эгалланиши хамда уларни касбий фаолиятда куллай олиши билан ифодаланади. Хозирги вактда офицерлар ва сержантларнинг энг мухим вазифаларидан бири аскарлар ва курсантларнинг касбий компетентликлари–ни баркарорлаштириш, ривожлантириш ва боскичма–боскич шакллантириш учун педагогик шарт–шароитларни яратишдан иборат.

Жумладан, ҳарбий хизматчиларнинг касбий компетентлигини тарбиялаш педагогик кўникмалар оркали хам намоён бўлиши мумкин, хусусан, ҳарбий хизматчиларнинг педагогик кўникмаси, педагогик фикрлаши ва уларни амалиётда кўллаш билан боғлик жихатларининг мослигини англатади. Педагогик нуктаи назардан қараганда, ҳарбий хизматчиларнинг таълими жараёни таълим берувчи (командир, бошлик, ўкитувчи, инструктор)нинг ўкитиш, сабок бериш ва таълим олувчиларнинг ўкиш, урганиш буйича мақсадли, тизимли ва хамкорликдаги фаолиятидир. Бу жараёнда таълим берувчи рахбар функциясини бажаради. Унинг асосий педагогик вазифаси куйидагилардан иборат:

– тингловчиларнинг ўкув фаолиятини ташкил этиш ва унга рахбарлик килиш;

– ўкув материалини тизимли ва илмий асосда баён этиш;

– тингловчиларда билим олишга нисбатан кизикиш уйғотиш ва ижобий мотивларни шакллантириш;

– таълим олувчиларда мустакил билим олиш, куникма ва малакаларни ривожлантириш хусусиятларини шакллантириш;

– ҳарбий махоратни такомиллаштириш;

– таълим олувчиларнинг билим, куникма ва малакаларини хамда касбий махоратини бахолаш.

Бу фаолият жараёнида, таълим олувчилар тегишли билим, куникма ва малакаларга эга бўладилар. Шу билан бир вактда уларнинг тафаккури ривожланади, иродаси ва характери чиникади, жанговар вазиятларда харакат қилиш учун рухий тайёргарлиги шаклланади.

Бу эса ўз навбатида кенг тажрибалардан унумли фойдаланиш ва илғор технологияларни қўллаш, замон талаблари асосида, харбий хизматчиларнинг ўз профессионал, назарий ва амалий билимларини узлуксиз ошириб бориши, касбий компетентлигини шакллантириш коидаларини назарда тутади. Касбий компетентлик ҳарбий хизматчиларнинг касбий фаолиятини ташкил этиш жараёнида хаётий кўникмаларни эгаллашларига хам имкон беради.

Ҳарбий хизматчилар касбий фаолияти давомида қуйидагиларни уддалай олишлари лозим:

ўз профессионал, назарий ва амалий билимларини узлуксиз ошириб бориши, ўзининг дунёкараши, билим ва тажрибасини доимий равишда кенгайтириш, янги билимларни ўзлаштиришга интилиш, ахборот–коммуникация технологияларидан фойдаланган ҳолда янги ахборотларни олиш, илғор тажрибаларни ўрганиш;

хизмат бурчини бажаришга виждонан ёндашиш, ватанга сидкидилдан хизмат килиш, моддий ва маънавий бойликларимизни асраб–авайлаш, миллий кадриятларимизга хурмат билан мунособатда булиш;

юксак касбий малака ва маънавий–ахло–кий фазилатлар, мантикий фикрлаш кобилиятига эга бўлиш, сезгирлик, зийраклик, ку–затувчанлик, хамда билиш билан боғлик интеллектуал салохиятни ривожлантириш;

хар томонлама кенг билим ва юксак профессионал махоратга эга ҳарбий хизматчи булиш, фавкулодда ва кескин шароитларда узи мустакил равишда ностандарт қарорлар кабул қила олиш;

харбий санъатни урганиш, ўз касбий билимдонликларини доимий тарзда ошириб бориш, яъни мустакил тарзда ҳарбий қурилиш, ҳарбий тактика ва стратегияга, ҳарбий бошқарув ва касб одобига оид илмий адабиёт ва оммавий нашрлардан фойдаланиш;

хизмат муносабатларида хушмуомалаликка амал килиб, Умумхарбий низомлар доиı–расида ҳарбий бурч ва мажбуриятларни бажариш, жамоат жойларида ўзини муносиб тутиш, шахсий хулк–атворни назорат қилиб бориш;

хорижий тилларни ўзлаштириш, хорижий тилда турли жанрдаги (телекурсатув, радио эшиттириш, эълонлар, янгиликлар ва х.к.) аудио ва видео матнларни эшитиб, асосий маъ–носини тушуниб мухокама кила олиш, хар кандай оғзаки нуткни тинглаб тушуниш;

рухан ва жисмонан тетик, бардам, хушёр, доимо огох булиш, иродасини чиниктириб бориш, оғир дамларда сабр–бардошли бўлиш, хизмат ва касб сирларини саклаш;

касбий фаолиятда жуда куп учрайдиган ностандарт вазиятларда мустакил қарор қабул килишга, шунингдек, бутун касбий фаолият жараён–ходисаларини тахлил қилишга имкон берувчи фикр доираларини кенгайтириш.

Хулоса қилиб айтганда, барча буғиндаги ҳарбий хизматчиларнинг касбий фаолияти офицерлар, сержантлар, курсантлар ва аскарларда компетентлик ва уларнинг таркибига кирувчи мухим компонентлар, механизмлар, тамойилларни шакллантириш, шунингдек, ўкув фаолятининг касбий йуналганлигини таъминлашга ёрдам берадиган педагогик шарт–шароитларни яратиш ҳарбий билим юртлари ва сержантлар тайёрлаш мактабларининг ўкув тизимини такомиллаштиришнинг мухим вази–фаларидир.

Юкорида айтилган мулохазалардан келиб чиккан холда, касбий компетентликни шакллантиришда ҳарбий таълим жараёнини ҳам мазмунан, ҳам шаклан ўзгартириш, бунда таълим олувчиларга факат маълум бир компетенциялар буйича билим бериш эмас, балки бутун ҳарбий таълим жараёни давомида улар асосида фаолият олиб боришни таъминлаш назарда тутилади. Фан ва техниканинг ривожланиши, Куролли Кучларнинг замонавий ва мураккаб жанговар техника ва курол билан таъминланиши, янги таълим технология–ларининг яратилиши ва бошка шу каби хозирги замонга хос узгаришлар таълим жараёнини ташкил этишга нисбатан тобора янги талаблар куймокда. Бу эса ўз навбатида касбий компетентликни ривожлантиришни талаб килади. Компетентлик нуктаи назаридан ёндашув ҳарбий таълим сифатини бахолаш учун ҳам жуда мухим, чунки таълим олувчи эришадиган асосий таълимий натижа компетентлик хисобланади.

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ШАХС ЖИНСИЙ ИДЕНТИФИКАЦИЯСИ ПСИХОЛОГИК ФЕНОМЕН СИФАТИДА ТИЛНИНГ АҲАМИЯТИ

Тўрахонова Х.Ж., *МФ, Муҳаммад ал-Хоразмий номидаги ТАТУ, ўқитувчиси*

Abstract. *The article considers the issue of understanding the identity of a person by phenomenological approach. Primary and Secondary Sexualization Periods in the Formation of Sexual Identity have been identified, focusing on the ongoing changes in the inner world of the secondary age (17-25 years of age), in particular, the processes of descotization. The characteristics of national mentality and etiquette were also analyzed for the purpose of sexual identity.*

Инсон улғайиши давомида ташқи оламни ўрганиши билан бирга ўз–ўзини англаши ҳам муқаррар жараён бўлиб, бу орқали у ўзини борлиқ билан мувофиқлаштиради ва ички дунёсини ижтимоий талаблар билан уйғунлаштириб боради. Бундай уйғунлашув шахс шаклланишининг асосий шарти бўлиб, ушбу жараён шахс ўзлигини англашининг, яъни идентификациянинг турли жиҳатларини қамраб олади. Бундай жиҳатлар ичида энг муҳимларидан бири жинсий идентификациядир.

Инсоннинг жинси унинг ўзгалар тасаввуридаги ягона ўзгармас хусусиятларидан биридир. Биз ўзганинг кўз ва соч рангини унутишимиз, унинг қиёфасидаги кўпгина белгиларни хотирамизда тиклай олмаслигимиз мумкин, бироқ унинг жинсини ҳеч қачон унутмаймиз. Агар инсоннинг турли хусусиятларини алоҳида талқин этсак, унинг жинсий таснифи энг аҳамиятли жиҳат эканлиги аён бўлади.

Жинсий идентификация шахснинг ўз–ўзини англаши сифатида талқин этилар экан, кўпчилик ёндашувларда идрок жараёни ва инсоннинг ўз–ўзини акс эттириши доирасида чекланиб қолинади. Лекин идентификация ўз моҳияти жиҳатидан когнитив жараён бўлибгина қолмай, балки шахснинг ҳиссий ва фаолият соҳаларини ҳам қамраб олади. Жинсий идентификация психик жараён сифатида таҳлил этилар экан, бунда ҳар қандай психологик ҳолат табиатини ифодаловчи барча кўрсаткичларга мурожаат этиш керак деб ҳисоблаймиз. Хусусан, жинсий идентификация нафақат ўзининг бирон жинсга мансублигини англаш, балки бу мансубликни ҳиссий тарзда англаш ҳамдир. Бундай талқинда шахснинг ўз жинсий мансублигидан қониқиши, ўз жинсига монанд хатти–ҳаракатларни амалга ошириши ҳам тушунилади. Ўз жинсий мансублигидан қониқишнинг асосида шахснинг у ёки бу жинс вакилларига тегишли хулқ–атвор шаклининг ўзлаштирганлиги, бу шаклга мос келувчи хатти–ҳаракатларни амалга ошириш ва бу борада жамиятда мавжуд талаб ва нормаларга қанчалик мос келиш ҳам тушунилади. Албатта, психологик талқин нуқтаи назаридан бундай мослик биринчи навбатда субъектнинг ўзи томонидан баҳоланади.

Жинсий роль у ёки бу жинсга мансубликни англатувчи талаблар тизими бўлиб, индивиднинг бу талабларга мос келиш даражасига қараб у эркак ёки аёл сифатида қанчалик шаклланганига баҳо берилади. Жинсий мослик

инсоннинг ўзини у ёки бу жинсга мансуб деб қараши ва бу жинсга оид хатти–ҳаракатларни амалга ошириш жараёнларининг бирлигидир. Жинсий роль ва жинсий ўзликни англаш ўзаро боғлиқ иборалар бўлиб, ҳатто ўзаро уйғунлашувчи ҳолатлар ҳамдир. Жинсий роль шаклланишидаги асосий омиллардан бири эса жамиятдаги мавжуд гендер стереотиплари, яъни жамият фуқаролари онгидаги эркак ва аёлларга хос тасаввурлар тизимидир.

Жинсий идентификация шаклланишининг бирламчи ва иккиламчи босқичлари фарқланади. Қатор тадқиқотчилар таъкидлашларича, жинсий идентификация шаклланишининг биринчи босқичи 5–7 ёшларга тўғри келади ва шахснинг кейинги ҳаёти давомида жинсий оидлиги ҳақидаги тасаввури ҳаётий тажриба билан янада бойиб, такомиллашиб боради.

Иккиламчи идентификация эса 15–27 ёшларда рўй беради ва кўп жиҳатдан бу ёш давридаги жинсий шаклланиш шахснинг дунёқараши ва ўз ҳаёти мазмунини англаши билан белгиланади. Бу ёш даври инсоннинг йигитлик пайтига мос келади, бунда шахс ўз аждодлари тажрибасини ўзлаштиради. Бу ёшда инсон рўбарў келган ҳаётий воқеалар унинг кейинги дунёқараши ва қадриятлари мажмуини ташкил этишда асосий роль ўйнайди.

Бирламчи ва иккиламчи жинсий социализация шакланишига таъсир этувчи муҳитлар ҳам туриличадир. Бирламчи жинсий идентификация босқичида асосий муҳит оила ҳисобланади. Оилавий муносабатларда ҳукм сурувчи жинсий стереотиплар, жинсий роллар ва болага қўйиладиган талаблар жинсга оид тасаввурни шакллантиради ва унинг такомиллашуви учун асос яратади. Иккиламчи жинсий социализация шароитида эса шахснинг кенг қамровли идентификация жараёнига турли жамоалар, таълим муассалари таъсир эта бошлайди. Айнан шу даврда шахс ўзи қўллаб–қувватлайдиган ва ўзи суянадиган ижтимоий муҳит яралади. Албатта, улғаяётган шахс ҳаётида юзага келувчи бундай жамоалар ва уларда амал қилувчи турли хулқ нормалари унинг ички дунёсида ҳам ўз аксини топади ва жинсий ўзликни англаш жараёнининг янада мукаммаллашишига таъсир этади.

Психология фанида жинсий десоциализация тушунчаси ҳам мавжудки, бу ибора орқали олдин шаклланган жинсий роль борасидаги ўзлаштирилган нормаларнинг ўзгариши тушунилади. Десоциализация, одатда, шахснинг инқирозли ва норелевант вазиятларга тушиб қолиши натижасида шаклланади. Жинсий десоциализация жараёни, айниқса, иккиламчи жинсий идентификация даврида яққол кўзга ташланади. Бу даврда шахсдаги жинсий улғайишнинг психофизиологик жиҳатлари етуклик шаклига эга бўлади. Шу пайтгача турли жинсий установкалар таъсирида бўлган инсон энди жинсий ролларни амалда ижро этиш имкониятига эга бўлади. Албатта, жинсий ролни бундай тарздаги ижроси инсонннинг ўз жинсини идрок этиш ва англаш кўламини янада кенгайтиради, ҳатто янги жинсий идентификация тизимини ҳам яратади. Масалан, уйлангандан сўнг эркакнинг уй хўжалиги ишларига қарашиши ва фарзанд тарбиясига қўшилиши, ундаги эркак киши роллари ҳақидаги тасаввурини мутлақо ўзгартириб юбориши мумкин. Шу пайтгача

бола тарбияси ва уй хўжалиги билан фақат аёл шуғулланиши лозим деб ҳисоблаган эркак эндиликда конкрет вазиятни бошдан кечириш пайтида ўзи аввал эътиқод килган тамойилларга ихтиёрий тарзда қарши бориши, ундаги инсоний туйғулар устунлиги натижасида ҳатто ўзга жинсга хос роль мажбуриятларини ҳам бажариш ҳоллари учраб туради. Демак, жинсий установкаларга қотиб қолган ва буткул шаклланган жараён деб қараш тўғри бўлмайди.

Бундан келиб чиқиб айтиш мумкинки, жинсий десоциализация жараёни шахснинг жинсий роллари ва ўз–ўзини жинсий англаши соҳасида туб ўзгаришларни юзага келтиради. Десоциализация шароитида шахс янги нормаларни ўзлаштиради ва унинг жинсий роллар ҳақидаги тасаввурида кескин ўзгаришлар бўлиб ўтади. Албатта, бундай ўзгаришлар унинг жинсий установкаларида ҳам ўз аксини топади. Инсоннинг атроф–муҳитдагилар ва ўзига нисбатан муносабати янги поғонага кўтарилади.

Субъектнинг ўз–ўзини англаши ва айниқса, жинсий идентификация жараёни фаол ички тадбир бўлиб, бунда инсон онги мавжуд шахсий тажриба ва борлиқ билан муносабат ўрнатар экан, шахснинг ўзи ҳақидаги тасаввурни ҳам яратади. Айнан шундай ички фаоллик ва бунинг асосидаги яратувчанлик жараёни инсон табиатини ўрганувчи фанларда феноменология ҳолати деб аталади. Шу маънода жинсий идентификация иборасининг ўзи ҳам психологик феномен сифатида тушунилади. Инсон онги фаолиятини ушбу тартибда тушуниш феноменологик ёндашувда ўзининг методологик аксини топади ва инсон онгида юзага келаётган жинсий установка ҳамда жинс стереотиплари, борлиқнинг инсон онгидаги ижтимоийлашган конструкцияси сифатида тушунилади.

Жинсий идентификациянинг асосида ижтимоий установкалар ётади ва бу установкалар инсоннинг нафақат ташқи муҳит билан муносабати, балки ўз–ўзига бўлган муносабатини ҳам белгилайди. Шу маънода миллий муҳит хусусиятлари ҳар қандай жинсий установкалар шаклланишидаги асосий омиллардан бири ҳисобланади. Ўзбекистон ҳудуди ва маҳаллий халқ миллий хусусиятлари таҳлилида, албатта, жинсий установкалар шаклланишидаги ўзбек миллати вакилларига хос этнопсихологик жиҳатларга эътибор қаратиш керак бўлади.

Айрим тадқиқотчиларнинг фикрича, боланинг жинсий идентификацияси 3 ёшга келиб узил–кесил шаклланиб бўлади. Бу жараён ўғил ва қиз болаларда ўзига хос тарзда кечади. Маълумки, ҳар қандай маданий ва миллий муҳитда боланинг илк ёшлиги, яъни жинсий идентификация шаклланишидаги биринчи босқич она билан чамбарчас алоқада ўтади. Аммо ўғил ва қиз боланинг она билан алоқаси уларнинг жинсига боғлиқ бўлади, бу эса, ўз навбатида, фарзандлар характери ҳамда боланинг келажакдаги хулқида ўз аксини топади. Қиз ва онанинг бир жинс вакиллари эканлиги уларнинг муносабатини янада яқин ва ҳиссий жиҳатдан бой бўлишини таъминлайди. Аксинча, ўғил бола ва она ўртасидаги жинсий тафовутлар ўзига хос муносабатларни келтириб чиқарадики, болада унинг ёшлик чоғиданоқ

индивидуаллашув ва она билан маълум масофада амалга ошириладиган муносабатлар шакллана бошлайди.

Ушбу ҳолат ўзбек оилавий муҳити мисолида таҳлил этилар экан, айрим этнопсихологик хусусиятларни назардан четда қолдириш мумкин эмас. Хусусан, кўпгина ўзбек оилаларига хос бўлган қариндош–уруғчилик муносабатларининг зичлиги, болани ўзига хос тарзда ардоқлаш ва эркалаш кўпгина ўғил болаларда илиқлик ва ҳиссиётга мойилликнинг шаклланишига олиб келади. Бундан ташқари, боланинг илк ёшлик давриданоқ ўз тенгқурлари доирасида кўп вақтини ўтказиши ҳам ундаги жинсий ўзлигини англаш жараёнини тезлаштиради, ўз жинс гуруҳига хос бўлган стереотипларни ўзлаштириш ва шунга мос установкалар шаклланишига замин яратади.

Ўзбек этномуҳитидаги тарбия хусусиятлари ҳам жинсий идентификация шаклланишига таъсирини ўтказади. Болага унинг жинсига мувофиқ тарзда муносабатда бўлиш, тарбия жараёнида гендер жиҳатларга катта эътибор қаратиш миллатимиз менталитетига хос бўлган ва республикамизнинг деярли барча ҳудудларида учраб турадиган ҳодисадир. Тарбия жараёнида ота–онанинг жинсий роллар тафовутларига баъзан етарли даражада англамаган ҳолда риоя қилишлари улғаяётган шахсда ўзига хос жинсий установкаларнинг шаклланишига шароит яратади.

Ота–она амал қилиб яшайдиган жинсий роллардан келиб чиқувчи муносабатлар аста–секин бола томонидан интериоризацияланади ва унинг ички фаолияти режасига айланиб боради. Ҳар қандай шаклланган установка эса, ўз навбатида, қотиб қолган ва статик ҳолат бўлмай, ривожланиб борувчи динамик жараёндир. Вазият тақозоси билан у ёки бу даражада шаклланган установка актуал эҳтиёж ва мавжуд вазиятга кўра ўз ички структурасини янада мукаммаллаштириш, зарур бўлса қайта қурилиш имкониятига ҳам эга. Установкалар амал қилиш давомида шахснинг янада юксакроқ мотивацион–эҳтиёж қатламлари билан ҳамоҳангликда фаолият олиб боради. Албатта бундай таъриф жинсий установкалар доирасида ҳам амал қилади.

Шахснинг жинсий идентификациясини феномен сифатида тушуниш унинг ўзгариб борувчан ҳаётга мослашуви механизмларини янада тўлароқ англаш имконини беради. Айниқса, бундай билимлар ўз ҳаётида қийин аҳволга тушиб қолиб, психологик кўмакка муҳтож бўлган шахснинг истиқболдаги режаларини ва тақдирида ўзгаришларни асослаш учун жуда фойдали бўлиши мумкин. Ҳаётда инсоннинг ички дискомфорт ҳолати ўзининг хатти–ҳаракат сабаблари ва майлларини тўла англай олмаслик туфайли юзага келадиган вазиятлар ҳам учраб туради. Инсон иккиламчи жинсий идентификация даврини (17–25 ёшлар) кечириш пайтида ушбу жараёнлар янада кескинлашиши ва натижада қайта қурилиш – десоциализация поғонасига ўтиши мумкин. Лекин ҳар қандай қайта қуриш жараёни қийинчиликлардан ҳоли бўлмаганидек, жинсий идентификация соҳаси ҳам маълум ноқулайликлар ва ички зиддиятларни келтириб чиқариши табиий. Бундай пайтда инсонга ёрдам беришнинг асосий услубларидан бири

унинг ички дунёсида содир бўлаётган жараённи, яъни феноменологик қайта қурилиш жараёнини тушуниш ва шахс томонидан англанишидан иборат бўлади.

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