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АХБОРОТНОМАСИ**

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ko'rsatadi, bular: ekologik bilim, faoliyat tajribasi, tabiatdagi xatti-harakatlar va atrof-muhitga munosabat. Insonning ekologik madaniyati bor-yo'qligi va uning darajasi qay darajada ekanligini intellektual, faol va hissiy xususiyatlariga ko'ra baholash mumkin. Chunki ekologik muammo inson faoliyati natijasida kelib chiqadi. Eng muhimi ayni pedagogik-ekologik muammo yo'lga qo'yilsa, boshqa ekologik muammolar yechilishiga zamin yaratiladi. Pedagogik yo'nalishda ekologik ta'lim va tarbiya berish ko'zda tutiladi. Demak, ekologik ta'limning maqsadi tabiatga ongli ravishda to'g'ri munosabatda bo'lishda namoyon bo'ladigan ekologik madaniyat tamoyillarini shakllantirishdir. Bu fikrlar hozirda ikki sababga ko'ra cheklangan. Birinchidan, tabiat, inson va moddiy dunyoning bir butunligi endi isbot talab qilmaydigan haqiqat. Ikkinchidan, ular bir-biri bilan sun'iy tarzda ajratilganda, o'quvchining tevarak-atrofdagi olamni idrok etish butunligiga putur etadi. Anashu qarashlardan kelib chiqib, biz ekologik ta'lim qamrovini faqat tabiat yani tabiiy ekologiya bilan cheklamasligimiz kerak bo'ladi. Ekologik ta'lim-tarbiyaning asosiy vazifasi yosh avlodni ijtimoiy-tabiiy muhitda yashash va unga moslashishtirish bo'lishi mumkin. Ushbu maqsadlardan kelib chiqib quyidagi vazifalar paydo bo'lishi mumkin: Yoshlarni jamiyatning ijtimoiy hayotiga, tabiiy va moddiy dunyoga adabtatsiya qilish. Qurshagan olamda o'zinni ahglab olish. Atrofimizdagi dunyoga hissiy-tuyg'u va qadriyatlariga asoslangan munosabatni o'stirish. Chunki ma'naviy muhit sog'lom bo'lmagan oilada mehnatga va daromadga munosabat noto'g'ri shakllangan bo'lib, bu o'z o'rnida tabiiy ne'matlarni o'zlashtirish jarayonida ham salbiy holatlarni yuzaga keltiradi[4].

Ekologik ta'lim-tarbiyaning asosiy yo'nalishi - bolalik tushunchalaridan umuminsoniy madaniyat sari harakat bo'lib, uning ajralmas bir bo'lagi ekologik dunyoqarash bo'lib, ular quyidagilarga asoslanadi:

- yoshlarning tabiat va narsalar dunyosida bexavotir yashash, muloqot qilish qobiliyatini shakllantirish va rivojlantirish (kattalar, boshqa bolalar, tabiiy ob'ektlar bilan).

- boshqa odamlar, jonzotlarga hamdardlik va yordam berish tuyg'ularini rivojlantirish

- tabitdagi barcha o'simliklar, tirik jonzotlar bilan bog'liqlik va qarindoshlik hissinu tarbiyalash.

- yoshlarning jamiyatda rioya etiladigan hulqqa doir me'yor va qoidalarni o'zlashtirishi.

Shunday qilib, ekologik ta'lim bolalarda atrofdagi dunyo, shu jumladan tabiat va jamiyat haqidagi bilim va g'oyalarni shakllantirishni ta'minlaydi. Ularda tabiatni asrash bo'yicha bilim, ko'nikma va odatlar shakllanadi. Ularni noto'g'ri boshqarish atrof-muhitga zarar yetkazishiga, ularni faqat insongina himoya qilishi va ehtiyotkor egasi bo'lish orqali saqlab qolishi mumkinligiga ishonch hosil qiladi. Tarbiya orqali shakllangan bilimlar dunyoning ushbu tarkibiy qismlari o'rtasidagi munosabatlar va o'zaro bog'liqlikni tushunishga yordam beradi. Shaxsning ekologik dunyoqarashini oshirib, insonning ma'lum bilim va e'tiqodlarga ega bo'lishini, harakat qilishga tayyorligini, hamda tabiatga oqilona, ehtiyotkorlik bilan munosabatda bo'lish talablariga javob beradigan amaliy harakatlarga ega bo'lishini nazarda tutadi.

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RESEARCH OF LEARNING AND TEACHING METHODS IN HIGHER EDUCATIONAL UNIVERSITIES

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Аннотация. Мақолада ўргатиш, ўқитиш ва ўрганиш дидактиканинг асосий тоифалари сифатида, шунингдек, ўқишга ўргатиш кўриб чиқилади. Ўқиш оғзаки нутқ нутқий кўникмаларни ривожлантиришга ёрдам берадиган нутқ фаолиятининг бир тури сифатида маълумдир. Ўқитиш мазмуни ва ўрганишнинг асосий тамойиллари, шунингдек, ўрганиш кетма-кетлиги нуқтаи назаридан ўрганиш воситаси сифатида тавсифланади. Мақолада

нофилологик университетларда ўқишни ўргатиш методикаси таклиф этилади. Ҳар хил турдаги ўқишни ўргатишнинг асосий тамойиллари кўрсатилган.

Калит сўзлар: ўқишга ўргатиш, ўрганиш, нутқ малакаси, ўқитиш мазмуни, нофилологик университетлар, ўқиш турлари.

Аннотация. В статье рассматривается обучение, преподавание и учение как основные категории дидактики, а также обучения чтению. Обучение чтению известно, как вид речевой деятельности, способствующий развитию речевых навыков. Содержание обучения и основные принципы обучения также описываются как средства обучения с точки зрения последовательности обучения. В статье предлагается методика обучения чтению в нефилологических вузах. Показаны основные принципы обучения различным видам чтения.

Ключевые слова: обучения чтению, преподавание, учение, речевые навыки, содержание обучения, нефилологические вузы, виды чтения.

Abstract. The article considers about study, teaching and learning as the main categories of didactics, as well as teaching reading. Learning to read is known as a type of speech activity that promotes the development of speech skills. The learning content and basic principles of learning are also described as learning tools in terms of learning sequence. The article proposes a methodology for teaching reading in non-philological universities. The basic principles of teaching various types of reading are shown.

Key words: teaching reading, learning, speech skills, content of training, non-philological universities, types of reading.

It's known reading as a type of speech activity that contributes to the development of skills and abilities of oral speech communication. Reading is characterized as a means of learning in terms of content and basic principles of learning, as well as the sequence of learning. A methodology for teaching reading in a non-linguistic university is proposed. The text is assessed as a communicative-speech unit during teaching. The basic principles of teaching various types of reading are outlined.

Learning skills are an integral part of a teacher's effectiveness. Learning involves much more than simply transmitting information; The teacher needs to have a good understanding of the theories and processes of learning and be able to apply this knowledge in practice.

Learning is a continuous process of definition, planning, implementation and evaluation. High quality diabetes education does not depend solely on the availability of "high-tech" resources; all you need is a knowledgeable person with excellent communication skills (speaking and listening).

The main categories of didactics include learning, teaching and teaching. Training is a way of organizing the educational process. The learning process is built on the basis of the relationship between teaching and learning. The concept of "educational process" is often used as a synonym for the concept of "learning process". The educational process is presented as a joint activity of the teacher and students, during which the teacher targets, informs, organizes and stimulates the activities of students, corrects and checks them, and the student masters the content, types of activities, primarily the knowledge, skills and abilities provided for in the programs.

The learning process is always two-way and always contains two elements in its structure: the activity of the teacher (teaching) and the activity of the student (learning). In addition, all types of educational activities are objective, aimed at mastering a certain reality, which means that it is not difficult to identify the third element: facts, phenomena, concepts, quantities, laws, theories. In the learning process, an appropriate relationship and interdependence is established between the three selected elements.

Teaching is the activity of a teacher (teacher) in transmitting information to students, organizing their educational and cognitive activities, stimulating cognitive interest, independence, creativity and assessing educational achievements.

Learning is the activity of mastering, consolidating and applying acquired knowledge, skills and abilities; awareness of the personal meaning and social significance of cultural values and human experience.

Training is a purposeful, socially and individually conditioned and pedagogically organized process of development of the personality of students, occurring on the basis of mastering systematized scientific knowledge and methods of activity, all the wealth of spiritual and material culture of mankind.

Teaching and learning are inextricably linked. Obviously, anyone interested in teaching must understand how the learning process occurs. It is believed that learning begins before birth and does not stop until death. Learning presupposes certain changes in behavior or the ability to implement these changes in the future.

The main goal of teaching reading in a language is to develop the intellectual and creative abilities of students, so that a school graduate is capable of self-realization, independent thinking, and making important decisions for himself. However, in order to achieve these goals, it is necessary to include one more link: the formation in schoolchildren of the ability to objective self-esteem. Everyone knows that high self-esteem, like low self-esteem, often leads to dramatic consequences in a person's life. With increased self-esteem, a person creates problems not only for himself, but also for those around him.

At the same time, psychologists also emphasize such a psychological phenomenon as expectations. We are talking about both external assessment by teachers of expectations regarding the development prospects and potential of a particular student, and self-esteem, that is, students' expectations regarding their own success or failure in a particular area. If expectations are high, then often the student, realizing this, for example, tries to justify them and achieve significant success. The problem of developing self-esteem skills has long been put forward by domestic and foreign psychologists as extremely important for the complete harmonious development of the individual. Each teacher has in his methodological arsenal a number of techniques for determining the self-esteem of his students. However, incomparably great attention was and is still paid to external assessment by the teacher, sometimes by other students. However, the concept of self-esteem is much broader than the concept of self-control and self-test. It is important that the student can adequately assess his knowledge, actions, and capabilities. Of course, for this, he must have formed one or another scale of values, with which he could compare his own achievements in various fields of activity. However, the ability to adequately assess one's own achievements and capabilities, to draw the necessary conclusions regarding one's own self-improvement is necessary to teach children in the same way as we teach them knowledge, skills, abilities, and independent thinking.

Oral advance helps more in terms of content, that is, students must understand what they read, but practically does not help in terms of process. A similar phenomenon applies to mastering reading in one's native language; A child who has a good command of oral speech encounters great procedural difficulties. Learning to read can take different paths. But the two most commonly used are: by reading whole words and reading whole sentences. For the initial stage of learning to read in German, the first path is used. Students are taught to read individual words first, organized by a reading rule represented by a highlighted letter, sound, and key word. The keyword contains a graphic image of the word and a picture. Students, looking at the picture, remember the name of the object and then "overlay" the sound image on the graphic image and thus each read this word to themselves, and then out loud. Some methodologists believe that the key word should be "voiced" by the teacher for the first time. Others categorically object to this and put students in a problematic situation - to carry out the specified action on their own, and thereby provide them with awareness when mastering grapheme-phoneme correspondences in the target language. At the beginning of working on reading, this requires a lot of time and a lot of effort on the part of the children, rather than simply repeating after the teacher. But it develops in students conscious methods of working on reading, both in the classroom and at home.

Reading after the speaker, which the teacher should teach children to do, will help to consolidate graphic images of words in memory thanks to the active joint work of the auditory, visual, and speech motor analyzers. Learning to read words that defy the rules can be done:

- based on words with similar sounds, read according to the rules;
- using partial transcription with highlighting of the corresponding letters;

- using full transcription;
 - based on the words being read by the teacher or speaker. In this case, mastery of reading such words occurs on the basis of intonation. Next, students begin to read phrases and sentences and, therefore, formulate them correctly. Reading sentences of different types: affirmative, negative, interrogative, imperative makes it possible to both form a reading technique, a procedural reading plan, and “pass” the printed word through the students’ visual channel - everything that was learned orally. When learning to read sentences, the sequence of actions of students is important: first, the student must carefully look at the sentences, read it to himself, as it were, and try to understand what it is about, and thereby prepare to reproduce the educational reading of the speaker or teacher. Then he listens to how to read correctly, that is, he follows the exemplary reading, understands it and repeats after the announcer during the choral reading. The reading of sentences is controlled aloud and individually. The teacher begins teaching students to read text at the initial stage of educational reading of varying lengths from 3–4 sentences to several paragraphs. When working on a text, it is necessary to achieve normative and expressive reading. It seems to us that the developed methodology for teaching such reading by L.M Urubkova is successful. She proposed a certain sequence in teaching normatively expressive reading of a text out loud: intonation marking of the text; collective reading aloud (in chorus); paired reverse reading; individual whisper reading; individual control reading aloud.

So, reading, according to its form, can be an unexpressed internal type of speech activity and partially an external, expressed type of speech activity (for example, reading aloud). However, in both cases, the mechanisms of acquisition rely on visual rather than auditory perception of speech. However, the teacher must help students master the skills of establishing automated visual-speech motor-auditory connections of linguistic phenomena with their meaning, based on which recognition and understanding of written characters and written text as a whole occurs and, consequently, the implementation of communicative reading skills. To do this, it is important to involve students in active creative activity, creating different, including game, situations of verbal communication, where the lexical vocabulary is accumulated and expanded, as the basis for successful mastery of both reading and verbal communication.

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MODERN METHODS OF TEACHING ENGLISH TO STUDENTS

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Annotatsiya. So'nggi yillarda zamonaviy o'qitish metodologiyalarining integratsiyasi tufayli ta'lim sohasi ajoyib o'zgarishlarga duch keldi. Ushbu ilmiy maqola an'anaviy pedagogik yondashuvlarni inqilob qilgan va talabalarning ta'lim natijalari va faolligini oshirishda juda samarali ekanligi isbotlangan zamonaviy o'qitish metodologiyalarining har xil turlarini o'rganishga qaratilgan. Biz zamonaviy o'qitish metodologiyasining asosiy jihatlari sifatida talabalarga yo'naltirilgan yondashuvlar, aralash ta'lim, tarjima qilingan sinf, gamifikatsiya va texnologiya integratsiyasining ahamiyatini muhokama qilamiz. Bundan tashqari, ushbu maqola 21-asrda talabalar uchun samarali o'qitish-o'qitish muhitini yaratish uchun o'qituvchilarning ushbu zamonaviy metodologiyalarga moslashishi zarurligini ta'kidlaydi.

Kalit so'zlar: Yangi qurilmalar, usullar, AKT, pedagogika, o'quv jarayoni, yondashuv, kooperativ ta'lim, talabalarga yo'naltirilgan yondashuvlar, aralash ta'lim, aylantirilgan sinf, gamifikatsiya

Аннотация. В последние годы сфера образования претерпела значительные преобразования благодаря интеграции современных методик преподавания. Целью данной научной статьи является изучение различных типов современных методик преподавания, которые произвели революцию в традиционных педагогических подходах и доказали свою высокую эффективность в повышении результатов обучения и вовлеченности учащихся. Мы