

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
ЖИЗЗАХ ДАВЛАТ ПЕДАГОГИКА ИНСТИТУТИ



International scientific-practical conference
THE 2nd INTERNATIONAL CONFERENCE ON
XXI CENTURY SKILLS IN LANGUAGE TEACHING
AND LEARNING
April 9, 2021



ТИЛНИ ЎҚИТИШ ВА ЎРГАНИШДА ХХІ АСР
КЎНИКМАЛАРИ II ХАЛҚАРО АНЖУМАН
Халқаро илмий-амалий конференция
2021 йил, 9 Апрель



Международная научно-практическая конференция
2-я МЕЖДУНАРОДНАЯ КОНФЕРЕНЦИЯ
ПО НАВЫКАМ ХХІ ВЕКА В ПРЕПОДАВАНИИ И
ИЗУЧЕНИИ ЯЗЫКА
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ЖИЗЗАХ - 2021

УДК: 4И (ИНГЛ)

ББК: 81.2.-9

Э-59

**“Тилни ўқитиш ва ўрганишда XXI аср кўникмалари – II халқаро анжуман”
мавзудаги халқаро илмий-амалий конференция материаллари (2-қисм).**

Жиззах , 2021. – 324 бет.

Масъул муҳаррир:

Маматов Абдуғофур Эшонқулович – филология ф.д., профессор

Таҳрир хайъати:

А.Жабборова, Н.Бўриева, Ш.Узоқова, И.Рустамов, У.Жабборов, У.Жуманазаров

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Техник саҳифаловчилар:

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Илмий-амалий конференция материалларига оид мазкур тўплам, аввало халқлараро алоқа воситаси сифатида эътироф этилаётган инглиз тилини ўргатишнинг энг замонавий методларини амалиётга тадбиқ этилишига бағишланганлиги билан аҳамиятлидир.

Шунингдек, тўпланда тилни ўқитиш ва ўрганишда XXI аср кўникмалари, тилшунослик, адабиётшунослик ва маданиятлараро мулоқот масалалари, тил тадқиқида замонавий йўналишлар, XXI асрда чет тилини ўқитиш методикаси, чет тилини ўрганишнинг психологик асослари каби йирик масалаларни ижобий ҳал этишнинг назарий жиҳатларига кенг ўрин берилган.

Тўплам талабалар, магистрлар, таянч докторантлар ва барча ўқувчилар оммаси учун мўлжалланган.

Илмий-амалий анжуман материаллари Жиззах давлат педагогика институти Кенгашининг 14 март 2020 йилдаги навбатдан ташқари йиғилишида муҳокама қилиниб, нашрга тавсия этилган.

Маърузалар материалларида ёритилган тарихий жараёнлар, маълумотлар ва чиқарилган хулосаларнинг ҳаққонийлигига муаллифлар жавобгар.

II. XXI АСРДА ЧЕТ ТИЛИНИ ЎҚИТИШ МЕТОДИКАСИ

CONTENT IN TEACHING FOREIGN LANGUAGES

**Panjiyeva Ro'zixol Beknazar qizi,
Xorijiy til va adabiyoti magistranti
Termiz davlat universiteti**

***Abstract :** Choosing a suitable content is imperative in teaching foreign language. Knowing what to teach and how to teach helps teachers to focus the themes correctly. Differentiating between “content” and “aim” is important while choosing contents.*

***Key terms:** content, language material, skill, subskill, language units, component, SES.*

The problem of the content components of teaching foreign languages is discussed as one of the important researches. The aim of teaching foreign language is related directly to the content components. Aim determines the content that is if it is convinced that the content is gained during the lessons as well the result of these lessons take to the aim. The practical aim teaching English clarify how to use some particular language materials as well as gaining the experience, but there are some exact limits so as to solve methodological problems. So, the area (topic) of speech is defined. There are three phenomena such as, themes of speech (subjective side of the speech), language skills and subskills and language materials, which play a major role for improving the content of teaching English.

According to Rogova G. : “Content of the ELT or what to teach is one of the main problems the methodology deals with. Content of the ELT has its scientific category, theoretical and practical features, historical sources which always have been in the centre of attention of researchers. Studying the content of education shows that while being researched actively theoretical points content of English language teaching have been explained differently by scholars”¹ While teaching , teachers can face different ideas about what to teach and how to teach which leads to the oppositions of opinions among Methodists. So, what is the content of teaching itself?

According to Jamol Jalolov : “The content of teaching is a methodic concept intended to formation of language experience using FL units in the sphere of certain themes.

The content of teaching can be general and special. As it is determined in the State Education Standard (SES) content teaching of a foreign language consists of themes included into curriculum of schools and secondary special schools.

In all types of education the learning material should provide continuity and regularity. In the SES there is instruction what a language user can do in languages at a certain proficiency level.”²

¹ Рогова Г.В. Содержания обучения иностранному языку // Иностранные языки в школе, 1974, № 3; Шатиришвили Ш.А.. Основы содержания обучения иностранным языкам в национальной школе. – Тбилиси: Изд-во Тбилисского ун-та, 1981; Лapidус Б.А. Проблемы содержание обучения языку в языковом вузе. – М.: ВШ, 1986

² J.Jalolov . English language teaching methodology(theory and practice) . Tashkent ,2004.

The complicated term — “content teaching of a foreign language” is defined differently by researchers and Methodists. They add some other new concepts to the term. Some Methodists recommend language and speech materials separately.

Most Methodists think that educational categories such as knowledge, experience, skills should be added to the content of teaching English too. Thus, there should be a clear demand, which helps to find the opposite sides and unworthy scientific terms, which confuse the methodology, spontaneously. This problem is analyzed as follows: it can be easily proved that text cannot be added to the content of teaching. When you hear about themes of speech, remember that, the content of it should be taken into account. The theme is general determination for getting information. It can be seen that the news can be expressed or received in the text. This means, information is the content of the text, while the text describes the theme. Theme is the cause and text is the result, in its turn text is the cause and information is the result. Theme is considered one of the inseparable parts the content of teaching.³

What to teach or the content of foreign language teaching is one of the main problems the Methods deals with.

Astghik Virabyan and Hasmik Soghomonyan mentioned in their article that the following component constitute the content of foreign language teaching in schools Instruction in a foreign language comprises like instruction in other school subjects (a) the imparting of knowledge, (b) the formation of habits, and (c) the development skills.

1. The first component of “what to teach” (content) is habits and skills which pupils should acquire while learning a foreign language. Habits are series of connected acts which have become automatic or semi - automatic as the result of repetitions. Skills - are combination of specific useful habits, serving a definite purpose and requiring the application of definite knowledge. The four basic skills to be acquired as the result of the study of a foreign language they are the ability to understand the language when heard, to speak it, to read it, and to write it. In other words they are hearing (language comprehension), speaking, reading, and writing. The level of habits and skills is determined by the syllabus for each form.

2. The second component of “what to teach” is a linguistic one. It includes on the one hand ,language material, such as sentence patterns, utterance - patterns, pattern-dialogues, text different in style arranged in topic and serving as starting points for the development of oral language and written language, which allows the principle of a differential approach in foreign language teaching-each activity requires special attention on the part of the teacher.⁴

Knowing how to choose an appropriate content for every lesson is a challenging task. Botirova S. states in her article that every ESP course is aimed at satisfying learners’ real-world professional demands and the material, we use, should be based on specific situations, which the learner will be involve in. The starting point of the ESP content selection should be the detailed analysis which will allow to find out gaps in relevant areas, set the required level of knowledge and define the means to achieve it. One of the main assumptions of ESP

³ J.Jalolov . English language teaching methodology(theory and practice) . Tashkent ,2004.

⁴ Astghik Virabyan and Hasmik Soghomonyan. Aims, content and principles of foreign language. YEREVAN SECONDARY SCHOOL #55 AFTER CHECKHOV. 2016

teaching is to give such materials, which should enable learners to acquire such language skills they will need in typical situations they meet in their professional life .⁵

Another debatable concept of methodic is the explanation of terms —knowledge, experience and skill. These terms came into content teaching of a foreign language by accident which are considered stable and substantiated terms in educational system. A foreign language is activity teaching subject that's why to consider knowledge as the part content of teaching may be wrong. Knowledge is absorbed in speech skills. That is why knowledge is not expressed in the English language, teacher does not conduct a lecture about it and exercises are not conducted. Maybe socio-cultural knowledge - traditions and customs is given but as information source not as knowledge. The assimilation and checking of it happens in experience. Including of skills and experience in content of teaching is recognized by all Methodists. The skill is a step for experience and thus experience is considered the final.⁶

After considering the scientific – methodic ideas, it should be clear that the content of teaching the English language includes —”themes of speech” , “language skills” and “language materials “ . So content of teaching consists of three methodic concepts, which find their realization in the FL coursebooks and teaching process. The students acquire the language and speech material through a certain algorithms of operations and actions.

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TILNI O`QITISH VA O`RGANISHDA XXI ASR KO`NIKMALARI

Qo`shboqova Nodira
Oliy toifali ingliz tili fani o`qituvchisi

Annotatsiya: XXI asrga kelib,zamonaviy texnologiyalar rivojlanmoqda va ilm- fanda ham rivojlanish yuqori darajada sezildi,jumladan,eng so'nggi pedagogik texnologiyalar va metodikalar va innovatsion texnologiyalar ishlab chiqildi va tatbiq qilindi.Albatta,XXI asr tilni o'qitish va o'rganishni zamonaviy texnologiyalar tez va oson o'zlashtirishni ta'minlab

⁵ Botirova S.Zh. Problems of content selection in ESP (English for Special Purposes) Teaching and their solutions. ВЕСТНИК НАУКИ И ОБРАЗОВАНИЯ № 5(59). Часть 1. 2019.

⁶ .Jalolov . English language teaching methodology(theory and practice) . Tashkent ,2004

bermoqda. Eng so'nggi innovatsion texnologiyalar nafaqat an'anaviy ta'lim jarayonida balki mustaqil ta'lim yoki onlayn ta'limda ham o'qituvchi va o'quvchilarga yangilik yaratmoqda.

Kalit so'zlar: *innovatsion texnologiya, interfaol usul, aralash metod, to'g'ri metod, audiovizual metod, audiolingual metod, "Zig-Zag" metodi, "Videotopishmoq" metodi*

Barcha rivojlangan va rivojlanayotgan mamlakatlar qatori Vatanimiz O'zbekistonda ham chet tilini o'rganish va o'rganish davr talabiga aylandi. Hozirgi globallashtirish jarayonida chet tilini o'rganish va ularning madaniyatini o'rganish millatlarni birlashtirib, hamkorlikka olib keladigan bir ko'prik vazifasini o'tamoqda. Yurtimizda tilni o'rganish va o'rgatishga talab kuchaygani sababli, chet tili professor o'qituvchi va olimlari juda ko'plab yangi innovatsion pedagogik ko'nikmalar va texnologiyalar va yangidan yangi metodik qo'llanmalar ishlab chiqishdilar va ishlab chiqishmoqda va shuningdek chet el ta'lim tizimidan ham namunalar olib ta'lim sohasida tatbiq etishmoqda va bu esa tilni oson va tez o'zlashtirishini ta'minlab bermoqda.

Chet til o'qitish metodi – chet tili o'rgatishning amaliy, umumta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlarga erishuvini ta'minlovchi muallim va o'quvchi faoliyatining majmuasidir.

Innovatsion texnologiya – ta'lim samaradorligini oshiruvchi omillardan foydalanish, turli pedagogik jarayonlarni loyihalash va amalda qo'llash orqali bilim egallashni takomillashtirish usullaridir. Uning asosiy maqsadi ta'lim jarayonida o'qituvchi va bilim oluvchi faoliyatiga yangilik, o'zgartirishlar kiritish bo'lib, interfaol metodlardan foydalanishni taqozo etadi. Interfaol metodlar ta'lim jarayonida qatnashayotgan har bir bilim oluvchining faolligiga, erkin va mustaqil fikr yuritishga asoslanadi. Bu usullardan foydalanganda bilim olish qiziqarli mashg'ulotga aylanadi. Interfaol usullar qo'llanilganda mustaqil ishlash ko'nikma va malakasi rivojlanadi. Bahslar – o'quv guruhlarini ikki guruhga bo'lgan holda biror mavzu bo'yicha o'zaro bahs – fikr almashinuvi tarzida o'tkaziladi. Muzyorar-ta'lim beruvchi va ta'lim oluvchilar orasida to'siqni yo'qotishga qaratilgan.

“Zig – Zag” metodi – o'quvchilar bilan ishlash, mavzuni tezkor va puxta o'zlashtirishga xizmat qiladi; o'quvchilarda jamoa yoki guruh bo'lib ishlash ko'nikmasi; vaqt tejiladi. “Videotopishmoq” metodi – so'nggi yillarda pedagogik faoliyatda turli axborot vositalari yordamida ta'lim jarayoni tashkil etilishiga alohida e'tabor qaratilmoqda, o'qituvchilar oldida ta'lim jarayonida turli axborot vositalaridan o'rinli va maqsadga muvofiq foydalanish turibdi. Videotopishmoq metodidan foydalanishda quyidagi harakatlar amalga oshiriladi:

- o'quvchilar e'tiboriga o'rganilayotgan mavzu mohiyatini tasviriy yoritishga yordam beruvchi izohlarsiz bir nechta videoloyiha namoyish etiladi;

- o'quvchilar har bir lavhada qanday jarayon aks ettirilganini qayd etadilar;

- o'qituvchi tomonidan berilgan savollarga javob beradilar.

To'g'ri metod nomining kelib chiqishiga asosiy sabab shuki, to'g'ri metodda o'qitish chog'ida ona tilini chetlab o'tib chet til so'zi bilan predmet orasida bevosita assotsiatsiya, ya'ni fikran bog'lanish o'rnatishga urinib ko'rilgan. Chet til grammatikasini o'rgatishda ham huddi shunday metodik yo'l tutilgan; grammatik ma'no bilan shakl o'rtasida bevosita bog'lanish hosil qilmoqchi bo'lishgan. To'g'ri metodning dunyoga kelish sababini chet tillarni amaliy o'rganish maqsadidan qidirish joizdir. O'tgan asrning oxirlariga kelib, Garbiy Evropa mamlakatlari va Amerika Qo'shma Shtatlarida chet til o'qitishni isloh qilish natijasida ushbu metod kashf etilgan. Keyinchalik bu metod - Osiyo, Afrika va boshqa yurtlarga ham tarqalgan. Ona tili ishtirokisiz chet tilini o'rgatishga intilishlarni to'g'ri metod,

induktiv metod, tabiiy metod kabi atamalar bilan yuritila boshlangan. Ushbu metodlardan ko'zlanadigan asosiy maqsad chet tilni amaliy jihatdan o'rgatishdir. Ona tilini o'rganish shart-sharoitlari

bu metoddan o'zgarishsiz qabul qilina bergan. To'g'ri metodning zamonaviy ko'rinishlaridan ikkitasi - audiolingual va audiovizual metodlari ko'p tarqalgan. Audiolingual metodning asoschilari (mashhur Amerika metodistlari Chariz Karpenter Friz va Robert Lado) fikrlariga binoan chet til amaliy va ta'limiy maqsadda o'rganiladi. Til materiallaridan chet til jummalari (nutq namunalari)ni tanlash va o'rgatishga muhim o'rin beriladi. Nutq faoliyati turlarini o'rganish tartibi quyidagicha kechadi: tinglab tushunish, gapirish, - o'qish - yozuv. Og'zaki nutq chet tilda aloqa vositasi sifatida, yozma nutq esa og'zaki nutq materiali asosida o'rgatiladi. Muallimlar audiolingual metodning bir qancha ijobiy xossalarini maktab tajribasidan biladilar. Chunonchi, nutq namunalarining til o'rgatish birligi darajasiga qo'lanilishi, og'zaki nutqning ilgarilashi, og'zaki nutqning materialida o'qish va yozuvning o'rgatilishi V-VII sinflarda tegishli o'zgarishlar bilan qabul qilingan. Audiolingual metodning ayrim qonuniyatlari bizning sharoitga to'g'ri kelmasligi maktab darsliklariga hisobga olingan. Masalan: nutq namunalari ong ishtirokisiz va hech qanday qoidalar berilmasdan o'rgatish undagi g'ayri ilmiy ko'rsatmalardir. Aktiv va passiv til materialini farqlagan holda ularning o'zlashtirishiga, befarq qarashadi. Bu ham noto'g'ri metodik yo'l-yo'riqdir. Audiolingual metoddan qator jihatlari bilan farq qiladigan audiovizual metod nomoyondalari (P.Guberina, P.Rivan) metodik ko'rsatmalariga binoan leksik materialni an'alariga alohida e'tibor berilgan. Hayotiy mavzularda erkin fikr yuritish uchun 1500 so'z tanlangan, turli texnikaviy vositalarga ta'lim jarayonida katta o'rin beriladi. Ikkala metodning umumiyligidan tashqari tafovutlari ham bor. Masalan, audiovizual metoddan og'zaki nutq, yozuv va oxirgi navbatda o'qish o'rgatiladi. O'qish yozuvdan keyin

o'rgatiladi, Bizning maktablarda ushbu metodlardan ijobiy foydalaniladi. O'rta maktabda birinchi yillari chet tili o'qitishda yozuv o'qishdan oldin, keyinchalik esa o'qish yozuvdan oldin va yuqori sinflarda o'qish barcha nutq faoliyati turlaridan oldin o'rgatiladi. To'g'ri metodlarning reprodaktiv va retseptiv tarzda chet til o'rgatish metodlari ham metodika tarixida sezilarli iz qoldirgan.

Aralash metod - ikki katta metodik yo'nalishlarning ilmiy-amaliy tomonlarini o'ziga singdirib olgan, Aralash metodlar XIX asr oxiri XX asr boshlarida tarjima va to'g'ri metodlar qorishmasi sifatida vujudga keldi. Aralash metod haqida uning nomoyondalari Daniyalik ruxshunos K.Flagstad, nemis tilshunosi E.Otto, nemis metodisti F.Aronshtean, nemis tilshunosi G.Paul kabilarning ilmiy ishlaridan ma'lumotlar olish mumkin. Aralash metodning yana bir boshqacha ko'rinishi to'g'ri metod va qiyosiy metod printsiplarining qorishmasi sifatida vujudga keldi. Ushbu zamonaviy aralash metodning nomoyondalari metodistlar Amerikalik II Xenbold, Belgiyalik F.Klossa, Germaniyalik A.Bolen va rus chet til o'qitish ruhshunosi R.B.Beliyev tadqiqotlaridan ma'lum va mashxurdir.

Hozirgi kunda ta'lim jarayonida interaktiv metodlar, innovatsion texnologiyalar, pedagogik texnologiyalarni qo'llashga bo'lgan qiziqish kundan - kunga ortib bormoqda, bunday bo'lishiga sabablardan biri shu kungacha ta'limda o'quvchi talabalarni faqat tayyor bilimlarni egallashga o'rgatilgan kerakli masalalarni izlab topishga, tahlil va xulosa qilishga o'rgatadi. O'qituvchi bu jarayonda boshqaruvchilik, yo'naltiruvchilik vazifasini bajaradi, ta'lim o'quvchi va talabalar manfaatiga yo'naltiriladi. Ta'lim sohasidagi tajribalar shundan dalolat beradiki, yangi pedagogik texnologiyalar, ularni o'z o'rnida qo'llash hozirgi

zamon ta'lim jarayonini sifat bosqichiiga olib chiqishda zarur bo'lgan metod deb tan olingandir.

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WAYS OF PRONOUNCING [θ] AND [s] SOUNDS CORRECTLY

Siddikova Durdona Mukhtorovna

Jizzakh State Pedagogical Institute, Teacher of Foreign Languages Faculty

Kudratova Mukhlisa Zafarovna

Jizzakh State Pedagogical Institute 2nd year student of Foreign Languages Faculty

Abstract: *This article provides explanations for pronouncing [θ] sound correctly, for various positions which [θ] sound and [s] sound might be mispronounced. Furthermore, it helps to prevent from mispronouncing [θ] sound giving examples where necessary.*

Key words: *[θ] sound, fricative, unvoiced sound, pronunciation*

For the speakers of many languages (e.g French, German, Italian, Uzbek, Chinese, Japanese, Russian, etc.) there are not separate phonemes [θ] and [s] but only one which is usually more like the English [s]. So there is a danger that [s] will be used instead of [θ]. The difference between them is that [s] is made with the tip and blade of the tongue close to the centre of the alveolar ridge and makes a strong friction, whereas [θ] is made with the tongue tip near the upper teeth and makes much less friction.

Speaking about [θ] sound, this sound is friction sound. While pronouncing [θ] sound the soft palate is raised so that all the breath is forced to go through the mouth, and the tip of the tongue is close to the upper front teeth: this is the narrowing where the friction is made. The noise made by the friction for [θ] is not much great, much less than [s]. Confusing [θ] and [s] sound will scarcely ever lead to misunderstanding because they rarely occur in words which are otherwise similar but if you do not make the difference properly it will be noticeable.

Some of the most common English words which contain [θ] are:
Martha [mɑ:θə], Bertha [bɜ:θə], Arthur [ɑ:θə], thank [θæŋk], think [θɪŋk], thin [θɪn], thing [θɪŋ], thirsty ['θɜ:sti], thousand ['θaʊz θənd], three [θri:], through [θru:], throw [θrəʊ], Thursday ['θɜ:z.deɪ], thought [θɔ:t], thirty ['θɜ:ti], healthy ['θɜ:ti], wealthy ['wel.θi],

something ['sʌm.θɪŋ], anything ['en.i.θɪŋ], both [bəʊθ], bath [bɑ:θ], breath [breθ], cloth [klɒθ], earth [ɜ:θ], fourth [fɔ:θ], faith [feɪθ], month [mʌntθ], health [helθ], north [nɔ:θ], south [sauθ], path [pɑ:θ], worth [wɜ:θ], death [deθ], thrill [θrɪl].

Consonants [d], [t], [n], [l] are followed by [θ] in the words eights [eɪtθ], breadth [bredθ], tenth [tenθ] and health [helθ]. Normally, [d], [t], [n] and [l] are made with the tongue-tip on the alveolar ridge, but when followed by [θ] they are made with the tongue-tip touching the back of the upper teeth. It is then pulled away slightly to give the dental friction of [θ].

In the words fifth [fɪfθ] and length [lenθ] the tongue-tip is placed in position for [θ] during the previous consonant so that again there is no gap between them. There are only a few other words like these width [wɪθ], hundredth ['hʌn.drətθ], ninth [naɪnθ], thirteenth [θɜ:ˈti:nθ], etc., wealth [welθ], strength [streŋθ]. Practise them until you go smoothly from the first consonant to the [θ].

All of these words may then have a plural [s] added, like eights [eɪtθ], breadth [bredθ], the secret is a smooth but definite movement of the tongue-tip from the dental position of [θ] to to the alveolar position of [s].

Notice also the word twelfth [twelfθ], where [fθ] has [l] before it. Make sure that the [l] is properly formed, and then during the [l] raise the lower lip up to the upper teeth for [f] and then go on to [θ]. This word also has the plural form twelfths. Once again move the tongue-tip smoothly but firmly from the [θ] to the [s] position.

Sometimes when you listen to English listening specifically for these words (and others containing [θ]) and try to fix the sounds in your mind.

As for [s] sound, this sound is a strong friction sound. To pronounce [s] the tip and blade of the tongue are very close to the alveolar ridge. There is a very considerable narrowing at this point, not near the teeth and not near the hard palate. And teeth are very close together. The friction for this sound is much greater than for [θ].

Try to make [s] sound, then keep your mouth in that position and draw air inwards; make small changes in the position of the tip and blade of the tongue until you can feel that the cold air is hitting the tongue at the very centre of alveolar ridge, not further forward and not further back.

Some of the very many common words containing [s] sound are: cyst [sɪst], besides [brɪˈsaɪdz], Mrs ['mɪs.ɪz], same [seɪm], sing [seɪm], sit [sɪt], Saturday ['sæt.ə.deɪ], Sunday ['sʌn.deɪ], save [seɪv], see [si:], say [seɪ], second ['sek.ənd], seem [si:m], miss [mɪs], moss [mɒs], seal [si:l], second ['sek.ənd], mouth [maʊθ], pass [pɑ:s], sink [sɪŋk], sin [sɪn], safety ['seɪf.ti], soft [sɒft], advice [ədˈvaɪs], piece [pi:s], nice [naɪs], force [fɔ:s], cats [kæts], takes [teɪks], -ness [-nəs], less [les], across [əˈkrɒs].

Now try going from [s] to [θ]; this time gently slide the tongue forward towards the teeth until the noisy [s] is replaced by the quiet [θ]. Do this several times and be sure that both sounds are heard. Then practise these phrases:

Both sides – bəʊθ saɪdz	it's thick – ɪts θɪk
Wise thoughts – waɪz θɔ:ts	let's think – lets θɪŋk
A nice thing – eɪ naɪs θɪŋ	pass through – pɑ:s θru:
Jack's thin – dʒæks θɪn	He's thirty – hi:z 'θɜ:ti
Yes, thanks – jes θæŋks	

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- 4) Jakub Marian, Most common mistakes in English, first edition, September 2014;
- 5) Martin Hewings, English pronunciation in use, Advanced, Cambridge University Press.

AN INTEGRATIVE APPROACH TO TEACHING ENGLISH FOR YOUNG LEARNERS

Aziza Khasanova¹, Shamsiddin Raisov²

**¹Tashkent State Pedagogical University named after Nizami,
Foreign Languages Faculty**

²Urgench State University, Foreign Languages Faculty

Abstract: *The main function of integration processes is to achieve a synergistic effect based on cooperation and collaboration that prevail over differentiation and isolation. Integration processes lead to the formation of new elements, changing, transforming the current ones into more effective. Scientists have confirmed the need to create fundamental pedagogical structures, the task of which will be the formation of a general culture of students, preparation for successful professional activity and the development of a holistic worldview. An integrative approach, formed in the domestic and foreign methodology, is presented in this communication is the most productive and effective. He can solve the problem holistic training of future specialists due not only to the integration of disciplines, but also to the fusion of methods, forms and organization of the educational process. Consider the structure of an integrative approach to learning foreign language. It includes aspects, principles, goals and the result. Let's consider the components of the integrative approach: methodological, organizational and activity-based and content.*

Keywords: *integrative approach, methodological component, teaching, pedagogical technologies, case technologies, discussion, self-education*

INTRODUCTION

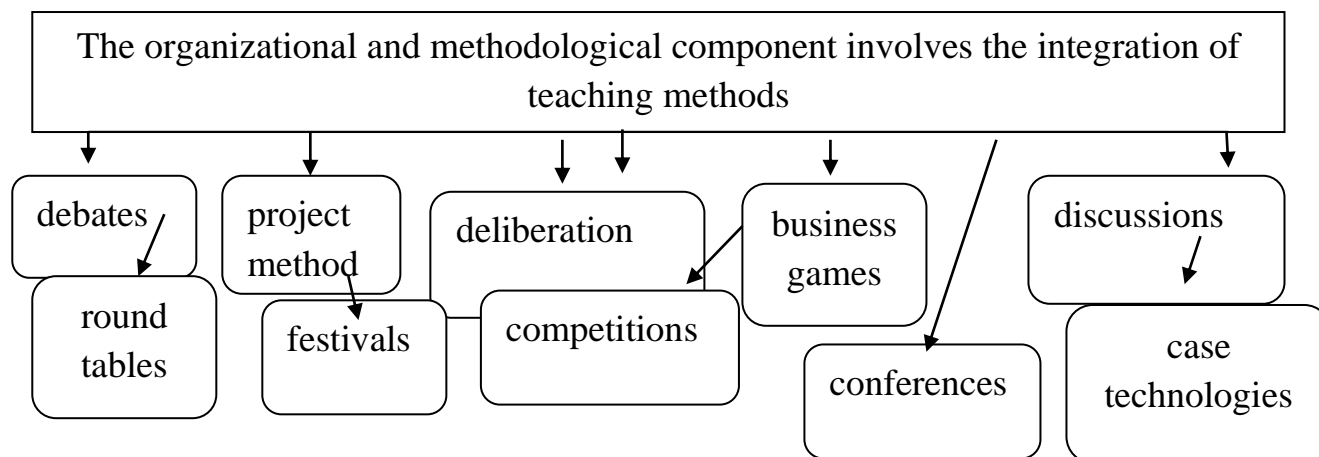
The purpose of the study of academic science is not to acquaint the student with objective novelty in science, but to form in him the knowledge that has subjective novelty. Therefore, the integration of academic disciplines is different from these processes in science. In this sense, integration can be seen as a form of interdependence aimed at correcting the shortcomings of the teaching system into historically composed disciplines due to the differentiation of disciplines. The didactic nature of the integration of academic disciplines is determined by the need to develop the order and laws of pedagogical activities that allow to determine the conceptual structure and methods of formation of new knowledge in different disciplines. In the narrow sense, the integration of disciplines is an integral part of the synthesis of disciplines and scientific knowledge.

METHODS

The main purpose of the integration of academic disciplines is the synthesis of subjective new knowledge, and the main task of the integration process is the development of pedagogical technologies aimed at the synthesis of subjective new scientific knowledge. The main principles of the integrative approach in the study of pedagogical disciplines are: the principle of subjectivity, cultural conformity, creativity, orientation to civil-patriotic values

and value relationships, synergy, self-education, dialogue of cultures, variability in the choice of means of interaction between subjects of the educational process, dialogization, feedback.

The components of the integrative approach can be: organizational-methodological, activity-practical and theoretical-content.



The activity-practical component includes the integration of forms of education, which will facilitate the use of creative tasks that contribute to the development of critical thinking and creativity, the formation of personally significant and professional qualities of the individual. The resource-content component integrates the resources necessary for educational and cognitive activities (classroom and extracurricular), determines the content of an integrative special course, which, thanks to its content, means, methods and techniques, will contribute to the formation of professional competence. Among the main goals of the integrative approach in the study of academic disciplines, it seems important to us to highlight the following: the formation of civic consciousness, self-awareness of the teacher's personality, socio-legal, civil-patriotic and moral norms, knowledge; development of research, design, communication, reflective and other skills; education of personally significant and professional personality traits, etc.

An integrative approach in education is implemented when the following dominant principles:

- the principle of interconnection integration and differentiation (expresses the way of self-organization of education);
- anthropocentric principle (reveals the position of students and teachers in the educational environment);
- principle cultural conformity (determines the attitude of education to cultural environment)

1) the principle of the relationship of integration and differentiation - integration and differentiation are dialectically in relation to an indivisible pair of mutually definable categories. Branch integration from differentiation and its consideration as a separate categories is possible only with an extremely abstract approach and testifies to the methodological underdevelopment of the research thinking;

2) the anthropocentric nature of integration allows consider classes as integrated systems, which gives the ability to detect their anthropocentric nature. One of the most consistent presentation of point of view in the student's answer the most striking manifestation of the anthropocentrism of integration;

3) cultural conformity of education integration determines culture as a general model of the organization of education and means that modern education through interdisciplinary

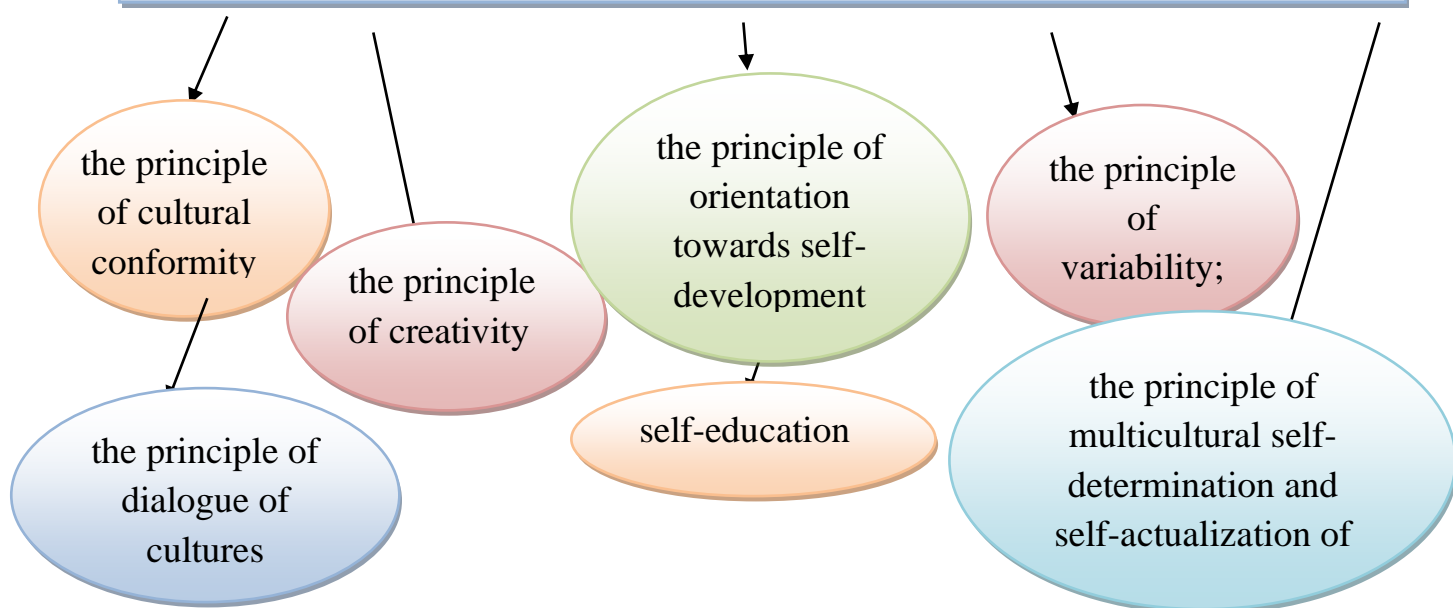
integration should significantly improve their culture-like character. The the principle of integration raises to a higher level liberal arts education.

English as the first foreign language is included in the educational primary school plan with the aim of:

- creating conditions for early communicative and psychological adaptation of schoolchildren to a new linguistic world, different from the world of their native language and culture, and to overcome further psychological fear in the use of a foreign language as a means of communication in the modern world;
- acquaintance with foreign children's song, poetic and fairytale folklore and the development and interest of students in participating in theatrical performances.

The main goal of teaching English is development in schoolchildren the ability to use a foreign language as a communication tool in dialogue of cultures.

The following basic principles of an integrative approach in teaching a foreign language can be distinguished:



CONCLUSION

Exercises, integrated with educational subjects, contribute to more effective mastering of a foreign language and involve:

- mastering a foreign language;
- acquaintance with the historical, geographical, economic and cultural features of different countries;
- mastering the rules of speech and speech behavior;
- formation of universal educational actions in the field of communication;
- mastering various forms of work with text;
- activation of speech and thinking activity of students;
- development of skills to work in the steam group;
- formation of respectful attitude towards representatives of other culture;

We can conclude that the problem of integrative interactions is extremely relevant in modern methods, that the integrated course "English and American Literature" contributes to solving the problem of versatile, multicultural development of the personality and is an integral part

of the process of building a personality-oriented model of our gymnasium. Integrative processes significantly enrich the educational space of the school. They dictate the use of new methods and technologies.

The presented experience is individually meaningful and practically implemented options for communicative foreign language education, reflecting the integrated nature of language knowledge and the focus of modern language education on the co-learning of languages and cultures. This ensures an increase in the efficiency and quality of education in accordance with the tasks of modernizing education.

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PROJECT-BASED LEARNING AS A SIGNIFICANT APPROACH TO BUILD XXI CENTURY SKILLS

Rano Rozikova

Associate lecturer, independent researcher

Westminster International University in Tashkent

***Annotation:** Project-based learning as a learner-centred and innovative approach to learning has endless real-world applications that avail a variety of strategies that are essential for lasting success of learners in the 21st century. Students benefit from this method driving their own learning through communication, collaboration, problem solving and critical thinking. This article provides basic insights into the importance of this contemporary approach highlighting the contribution of it in developing 21st century skills.*

***Key words:** project-based learning, approach, method, 21st-century skills, teaching and learning, opportunities, students.*

In this digitally revolutionized and globally developed century it is highly important to educate a person from the cradle to the career path with the most updated and innovative methods. Today learners from the youngest age need the knowledge and skills that enable them not only to survive in this rapidly changing world but to achieve success at schools, colleges, universities and future jobs. If we want to train our students to perform better in any sphere, we need to nurture them with opportunities to learn 21st-century skills. 21st-century skills are not the skills of the remote future but of today. They are more significant and necessary to students now than ever before.

One of the rational and practical approaches teachers can employ to teaching to develop those skills is project-based learning. It is an instructional methodology that gives

students a great chance of learning by implementing the skills and knowledge around projects. It is a student-centred approach as it appeals to students' personal differences encouraging all of them for deeper learning in- context. Apart from classic teaching approaches in which students are mostly required or expected to memorize the information, project-based learning approach organizes learning around projects which are effective tools of student-driven and teacher-facilitated learning. Most importantly, this method focuses on 21st century skills such as critical thinking, reasoning, creativity, decision-making, problem solving, ability to use technology appropriately, cross-cultural understanding and strong communication. Moreover, it develops personal and social responsibility of students which is increasingly significant in educating and upbringing the younger generation.

Project-based learning is not a novel concept in education. Having been introduced in the 20th century, it has been widely followed in European countries mostly in medical and business education. As for our country, project-based learning is not widely used in teaching and learning as it is needed. We mostly include some elements of this method into teaching such as giving presentations, searching for current issues and searching for information to deal with it etc. However, not always all aspects and stages of the method are fully followed. Therefore, it is advisable that the curriculum which we use need to be considered including project work more into teaching and learning. The curriculum based on the project is designed aiming at engaging students using real-world problems. Hence, project-based learning is an integrative approach since real-world challenges are not almost always solved using information or skills from a single subject area. In project-based learning students are required to become engaged in inquiry, research and action plans to help address the issue or challenge that they are working on. While accomplishing the task students usually utilize the content knowledge and skills from multiple academic areas to successfully complete the project. They work in teams dividing their tasks depending on their capabilities, cooperate and discuss their findings so that they will be able to sort out the most relevant ideas, provide optimal solutions to the problem they are investigating. In turn, solving highly complicated problems necessitates the fact that students have both fundamental skills of the subject area and 21st century skills that can be referred to as teamwork, collaboration, research, communication, problem solving, time management and employing high tech tools. With the set of these skills, students become managers of their own learning process that is led and mentored by a skilled teacher.

In project-based learning the following learning experiences happen frequently:

Students plan what to do and divide their roles in a team;

They search for necessary information, compare the information they found from different sources before finalizing an assignment and analyze;

They make conclusions based on the analysis they do upon the findings on facts or information;

Students make an effort to deal with the complex problems and suggest their solutions;

Students can suggest more than one solution for that problematic situation as a project work should not result in only one way of solution;

They generate their main ideas, solutions or suggestions about how to approach a problem and prepare for delivery;

They present their final product with the help of multimedia presentations, conferences, posters, blogs, videos, models, advertisements or other media tools; The products may be shown with an exhibition with the attendance of parents, other teachers and students.

Students provide feedback to peers, comment on their work or assess other students' work; Finally, students answer questions related to their project work in front of an audience. These points demonstrate that students who are engaged in the project are involved in thinking, contributing to a team effort, and working creatively when they confront new challenges. Moreover, they feel personal and social responsibility while accomplishing the task, and make decisions considering various points of view of their peers. Thus, it is highly suggested to use this method in teaching since it provides an opportunity to better and deeper learning. Nevertheless, the role of a teacher is also important. In order to make project-based learning one of the productive ways of fostering students' creativity, teachers are required to be able to motivate students all the time to create something new. Students should feel freedom, flexibility and an encouraging atmosphere in order to be more creative in what they prepare in their project groups. Also, teachers should use the time effectively, thus, teachers should review and reconsider the activities before starting the project so that these activities enable students to learn new materials broadly. In other words, students should be encouraged to collect extensive knowledge on the project subject as well as develop their certain skills. As a final analysis, wisely and timely followed project-based method leads to creative and effective learning that may contribute to the development of highly important 21st century skills.

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TEACHING BUSINESS ENGLISH IN ESP CLASSES

K. A. Shadmanbekova

**“Foreign languages” department teacher,
Tashkent institute of finance**

***Abstract:** In the era of the rapid and increasing economic globalization the necessity of teaching Business English cannot be disputed. The paper addresses the basic concepts of Business English (BE), emphasizing the importance of the learner's needs, i.e. usage of English in a business setting. The focus is also placed on the main topics covered in BE courses, skill areas and lesson formats. The teaching of BE is regarded through the necessary context of English for Specific Purposes (ESP), whose part it doubtlessly is. Moreover, the paper tackles the origins and difficulties one encounters when trying to define the very concepts of both ESP and BE.*

***Key words:** ESP, Business English, globalization, teaching, origins, learner's needs, business skills.*

English language is used for business purposes and the language particularly connected with international trade, and so it is considered a part of English for Specific purposes; English has been widely used and spread as the globalization of business environment. Moreover, international and multinational business companies are expected to increase. Now-a-days, many international native to nonnative or non-native to non-native communications are undertaken in the business settings. Business people have to learn how to perform English language skills they already master in their native language such as presentations, negotiations, meetings, small talk, correspondence, report writing, and so on. The term, Business English is wide; according to the Oxford Business English Dictionary, it covers the areas, such as, accounting, commerce, e-commerce, economics, finance, HR, insurance, IT, law, manufacturing, marketing, production, property, the stock exchange, (international) trade, transport. Business English is associated with the skills which most people need to perform well are writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, etc.⁷

ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. ESP is considered as a broad approach rather than a product, by which they mean that ESP does not involve a particular kind of language, teaching material or methodology. ESP has traditionally been divided into two main areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). The best definition highlights the characteristics of ESP; they are: designed to meet specified needs of different learners; related in content to particular disciplines, occupations and activities; centred on language appropriateness. ESP has been conceptualized by its leading scholars, as a multi-stage process, where the ESP practitioner fulfils a variety of roles, including learner needs researcher, course designer, language instructor, learning assessor, and course evaluator. The performance of these roles requires considerable knowledge of a linguistic, socio-cultural and pedagogical nature, necessary to inform the teacher's cognitive processes.⁸ Five key roles of ESP practitioner are teacher, course designer and materials provider, collaborator, researcher and evaluator. There are additional requirements of ESP, compared with the general English teachers. For example, they need to be able: to carry out and interpret a needs analysis for a group of students; to design a syllabus for their classes; to select and adapt teaching materials for their classes, to device appropriate activities; to prepare course outlines; to develop a working knowledge of their students' subject.⁹

In recent years, ESP has become the core of the reform in English teaching in Uzbekistan. Undergraduates are required to study ESP after the study of College English. The focus on ESP has been motivated by a number of factors. The first is that globalization has given rise to the use of English as a global language. International businesses increasingly require a bi-

⁷ Swartley and K. Westerfield. ESP Seminar. January 2007.

⁸ J. Hughes (2014) ETpedia 1000 ideas for English language teachers.

⁹ Oxford learner's pocket dictionary of Business English.(2006). Oxford: Oxford University Press.

or multi-lingual workforce, with English as one of the working languages. The demands of vocational training for employment have necessitated ESP teaching in universities worldwide, including programmes across English-medium institutions. The objective of internationalism, as part of the push to social and economic reform, can be attained by cultivating batches of intellectuals with world vision, a command of international regulations, and the ability to be involved in international affairs and competitions. It is proposed that, with the increasing English competence of students and greater exposure to English in daily life, it is the right time to shift from general English to ESP pedagogy. The second reason for the increased emphasis on ESP is that it is recognized as a learner-centred approach to language instruction. It is distinguished from other approaches by 'a commitment to the goal of providing language instruction that addresses students' own specific purposes' (Belcher, 2009:2). For a long time English teaching has been criticized for producing low output with high input. It is generally accepted that successful learning is crucially dependent on motivation (Ellis, 1997). Students complain that, despite assurances of the usefulness of English, after studying English and passing examinations for at least ten years, they have gained little from College English classes. This greatly reduces their motivation. By contrast, involvement with academic subjects in ESP prioritizes learners' needs and makes them aware of the practical value of English, thus increasing their motivation. One of the advantages of ESP is being focused on the learner's needs, it wastes no time; is relevant to the learner; is successful in imparting learning; and thus is more cost-effective than 'general English'.

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THE DIFFICULTIES AND ADVANTAGES OF TEACHING A FOREIGN LANGUAGE

Raisov Shamsiddin Rashid ugli
3rd year student of Foreign philology faculty of
Urgench State University, Khorezm, Uzbekistan

***Annotation:** It is natural, of course, that the majority of students face difficulties in learning a foreign language. Teachers need to monitor where and how the students are experiencing difficulties and find ways to overcome it and seek for a way to create relaxation for the students. The article also provides information about the peculiarities of learning English.*

***Key words:** phonetic, lexical and grammatical difficulties, pronunciation, music, painting, cognitive, inductive and deductive methods.*

It's no secret that society is now in the process of globalization, it is never an easy task to master new language skills. Language learners can face many problems such as unfamiliar accents or grammatical structures in the process of learning a foreign language. As we know, it is very important to take into account the age and psychological state of the learners in foreign language teaching. This requires special attention, especially when teaching a foreign language to young children. In the decisions of our president, this issue is also emphasized, that is, when teaching a foreign language to first-graders, grammatical material is not provided. In this place, let's give a brief description of grammar. According to the definitions given in dictionaries, grammar is a system of rules and principles that are observed in the construction of oral and written speech; it is a science that studies the structure of words and sentences. The teaching English grammar in Malaysian Primary Schools manual states that grammar is a language system. Sometimes people describe grammar as the "rules" of the language; but in fact each does not have the rules of which language. It is also agreed in the manual that there are no rules in the language so that if they are spoken on the basis of the rules, the rules do not come out, which means that they appeared before the language. After all, at first people made sounds, followed by words, phrases and sentences.

However, in many sources grammar is described as the rules that make up the structure of the language. When mastering the rules, children are tormented and bored. An interesting fact is that linguistics seems to be a difficult field to master even for adults. In our opinion, in fact it is not. It is known to all that it is necessary to facilitate and make interesting the ways of presenting simple grammar. Going back to the above idea again, in order to teach foreign language to young children, language teachers should make the material a little easier, simpler, and increase the interest of children [1.p 44-45]. Because in young children, the ability to analyze cognitively (including the study of internal mental processes, including your mind, mind, memory, attention, tilni, all that involves solving problems and learning) will not yet be formed. It is a good effect for learners at this age to use such principles as painting, video and singing in teaching a science, especially a foreign language. Children do not need to fully know grammar so that they can enter into simple communication in English. Grammatical rules of behavior seem difficult and boring to children. The fact that small children are full of enthusiasm is proved in psychology. So it is worthwhile to say that the grammatical material presented to children is primarily interesting and understandable for children, as well as for pleasure.

It is effective to use mainly songs and pictures, so that the material is understandable and interesting to the readers. After all, music and painting give pleasure to every young owner and teach imagination. Children can be taught not only lexical through singing and painting, but also effectively to read grammar and burned words. For example, What animal is it?, What colour is it?, through singing, children can learn the question of how to draw an animal and color in English and how to answer it.

Ex: What animal, what animal, what animal is it?



Picture-1

It's a dog, it's a dog, a dog, a dog, a dog.

What animal, what animal, what animal is it?



Picture-2

It's an elephant, It's an elephant, an elephant, an elephant

Ex: What colour, what colour, what colour is it?



Picture-3

It's blue, it's blue, blue, blue, blue.

What colour, what colour, what colour is it?



Picture-4

It's red, it's red, red, red, red.

"Years, refined in the test of centuries, has seen many, today lives out of the air of freedom, has realized its dignity, human dignity, that is the heirs of numerous great beings, has restored national pride, occupies a worthy place in the international arena, believes in its own strength and tomorrow, has established its own country, no power can stop our people who are trying to make the future of their children prosperous." This opinion of the first president of the Republic of Uzbekistan I.A.Karimov encourages young people to always be in search. On top of this, the attention to young people in our country is high. In accordance with the decisions of the first president of our country on "measures for further improvement of the Foreign Language Learning System" on December 10, 2012, the teaching of foreign languages to the younger generation has been further improved in our country. But teaching a foreign language is a very responsible profession. Teachers should be very educated and at the same time patient. Because it is natural for children to encounter many difficulties during language learning [2].

As you know, English and Uzbek belong to different language families. This can cause phonetic, lexical and grammatical difficulties for language learners. In the study of pronunciation in secondary schools, students face many difficulties. Including:

- in the study of sounds [θ] and [ð], almost all students suffer. The reason for this is the lack of dental spacing sounds in the Uzbek language. Our children's language did not attribute skill to the pronunciation of these sounds.
- since the English pronunciation of the sound [r] differs from the Uzbek pronunciation of r, students are also tormented by the pronunciation of this sound.
- [w]sound is also not available in the Uzbek language. Even in the correct pronunciation of this sound, readers will have some difficulties. They confuse it with the Uzbek language [v] in pronunciation.

In order to teach the correct pronunciation of the above sounds, the teacher should give the children a clear understanding of the location of the language as practically as possible,

regularly check through repetition exercises and pay special attention to the pronunciation of the students, the difficult clashes in these sounds will also be eliminated.

According to the Methodists, in practice, first of all, English grammar is dictated to choose and take into account the peculiarities of English grammar at a minimum in order to understand English grammar. The difficulties and features inherent in the study of English grammar are as follows: the note correct in English is the presence of verbs, the sentence in English is the rigidity of construction, the articulations in English are the plural of prepositions and times. Similar features distinguish English grammar from Uzbek grammar.

In the opinion of Jalalov, we can basically use two ways when teaching grammar to students:

1. Inductive - in this method, students are given a rule first, and then an example.

2. Deductive - in this method, first an example, then a rule is given.

When teaching English to children of school age, we must first pay attention to the coloring for children. We can teach English grammar either on the basis of pictures or through songs and poems. Among the problems observed in schools, there are also aspects such as passivity, boredom, inability to concentrate attention on the lesson in the student. As for the lexical difficulties in teaching English, they are as follows: almost all words in English have different meanings. That is, one word means more than one. M. Norova noted that in English, one word meant a maximum of 23. The fact that a certain part of the English Dictionary came from other languages; the richness of English language idioms as well as several others. In addition, during the lesson, students will also face difficulties in pronunciation in English, as well as in the words of baths in the same. For example: sea [si]-see[si:] - these words are pronounced in the same way as they are pronounced. Students may get lost while listening. Many examples can be cited from such words: meet-meat, too-two, wood-would, wait-weigh, poll-pole ect.

There are also several advantages of learning English:

- It helps to develop a **better retaining capacity**. Since a various language has different rules, grammar, and meanings, it helps us for better retention. *We remember those rules and apply them.* Not only retention, but it also helps **sharpen our reading and learning skills**. It also helps in solving day to day problems.(Picture-5)

- It helps to **improve memory**. Knowing a foreign language strengthen our memory. A research has showed that persons who know a foreign language have a better memory than others. Since, it is too hard to speak in a language all the time and learning a foreign language which is not known to others simultaneously. They can **easily recall the names, places or memories** of the people they have seen or met before.(Picture-6)

- It assists in **knowing other culture better**. In spite of all the development lots of people are still not aware and able to speak the all-known language, English. People travelling to a foreign location, expect to communicate in English, but people often fail to understand English. Plus, when you learn a foreign language and eventually get to know their culture, you will get to know your culture a lot more distinctively, since you will try and find the difference between your culture and the culture of the country you are currently studying. Language is not the only thing that you learn in a foreign language. You get to know about the country's culture also because **language and culture are interrelated**. If you know a language, you can visualize its culture. This is the power of languages [3].(Picture-8)



Picture-5



Picture-6



Picture-7



Picture-8

In conclusion, it is natural, of course, to face difficulties in learning a foreign language. Teachers need to keep track of where the students are experiencing difficulties and find ways to overcome it, creating relief for the students. Learning a foreign language opens the door to wider opportunities for us.

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CROSS-CULTURAL TEACHING OF A FOREIGN LANGUAGE - A NEW PARADIGM IN EDUCATION

Sobir Amirovich Khamzaev,
Associate professor of the department
“Theoretical aspects of the English language №1”,
Uzbekistan State University of World Languages,
Doctor of Philosophy in Philological Sciences (PhD).
Gilyazetdinov Eldar Zamirovich,
Senior teacher of the department
“Teaching English Language Methodology №2”
Uzbekistan State University of World Languages.

Abstract. *This article examines the cultural approach in teaching a foreign language as a component of the students’ cross-cultural competence. Teaching a foreign language involves its use as a tool for the presentation of national culture in a foreign language and the knowledge of foreign culture, the formation of students’ cross-cultural communicative competence, the education of a multicultural personality acting as a mediator of cultures or a person immersed in the context of universal culture and various languages.*

Key-words: *communicative competence, competence, cross-cultural learning, cross-cultural communication, cultural awareness, dialogue of cultures.*

INTRODUCTION

The inevitability of turning to the ideas of teaching a foreign language for the implementation of cross-cultural communication as a "dialogue of cultures" has been proved in the works of many scientists such as V.V. Safonova, V.P. Furmanova, S.G. Ter –

Minasova, N. D. Galskova, P.V. Sysoev, M. Byram, C. Morgan, Bennet, C. Kramersch and others.

In linguodidactics, this problem began to be intensively developed in the 1990s, so the terms "dialogue of cultures", "co-study of language and culture" or "interrelated language and culture teaching", "cross-cultural learning", "foreign language communicative competence", "cultural competence", "cross-cultural competence", "linguo-socio-cultural competence", "language personality", "secondary language personality", "bicultural consciousness" were introduced into the everyday use of linguodidactics, "cultural awareness".

MAIN PART

The priority philosophy of education in the field of cross-cultural communication is currently recognized as the "dialogue of cultures", the philosophical and methodological basis of which is the understanding of dialogue, when all worldview systems are not rejected, but coexist and interact. [5, p.28] The main feature of any culture is its dialogicity – "only in dialogues and contact with other cultures, cultures of other peoples, it is enriched and updated". [1, p.18] Therefore, only a full and equal dialogue is recognized, based on mutual respect of the cultures involved in the contact, in which there is an exchange of meanings and an equal representation of cultures with the aim of mutual enrichment, mutual development and mutual renewal. This means that cross-cultural communication involves an equal dialogue between its participants, the purpose of which is to exchange experiences and solve common problems. [4, p.12]

Of course, the ideas of cross-cultural communication have influenced the status of a foreign language, it has become seen as a tool for the bicultural / multicultural development of students' personalities, for the realization of oneself as a cultural and historical subject, as a means "to ensure a person's integration into a new society, into a new social situation". [2, p.4]

In the cultural orientation of teaching foreign languages, the main focus is on the study of the cultural component (socio-cultural, cross-cultural, linguocultural, linguosociocultural) of the content of teaching foreign languages and determining its place in the structure and content of foreign language communicative competence.

A number of researchers theoretically substantiate various approaches to the co – study of language and culture: B. Tomalin & S. Stemleski - practical; E. M. Vereshchagin and V.G. Kostomarov – linguistic and cultural studies; V. V. Safonova, V.P. Furmanova, P.V. Sysoev, D. Hymes – socio-cultural and ethnographic; C. Kramersch, G.V. Elizarova, N.D. Galskova – cross – cultural/cross-cultural; E.I. Passov, S. Savignon, M. Canale, M. Swain, D. Hymes, W. Littlewood, C. Brumfit, H. Brown-communicative; N.I. Almazova, N.M. Andronkina – cognitive-activity; E.A. Astakhova-functional-pragmatic; E.N. Solovova-integrative-reflexive; D.U. Khashimova, Z.H. Utesheva -linguoculturological.

The analysis of these approaches has shown that the most suitable for cross-cultural learning are socio-cultural, cross-cultural/inter-cultural and cognitive-activity approaches. These approaches have a single essence and their main provisions are similar, since they pay special attention to the analysis of cross-cultural universals and oppositions and focus on the cross-cultural component; they address the issue of acculturation and develop various models for the formation of a "secondary language personality", foreign language communicative competence, cross-cultural competence, and cultural awareness.

V.V. Safonova clearly characterized the cultural sociologization of foreign language education as a socio-pedagogical direction in the linguodidactics of higher education. The

researcher puts the socio-cultural approach, which is one of the culturological directions in teaching foreign languages and is based on the main provisions of linguistic and cultural studies, as the basis of the training. The socio-cultural approach focuses on teaching cross-cultural foreign language communication in the context of the socio-pedagogical dominants of the pedagogy of civil peace and harmony, which accumulates the ideas of planetary globalism, humanization of cultural sociologization and greening of the goals and content of teaching foreign languages. [6, p.86]

Thanks to the research of V.V. Safonova, the socio-cultural aspect of education is transformed from an auxiliary, illustrative factor into one of the basic and priority ones. Her research contains valuable methodological material for the compilation and modeling of a communicative-pragmatic socio-cultural reference book, which presents culturological information, thematic-terminological graphs, in a complete and methodically appropriate way for cross-cultural learning.

According to N. D. Galskova, the appeal to a new scientific paradigm in linguodidactics - intercultural - is due to the requirements of the modern geo-economic and geo-cultural situation, which forces a person to be able to coexist in a common life world. He must "be able to build a mutually beneficial dialogue with all the subjects of this living space, be able to direct humanitarian cross-cultural bridges between representatives of different faiths, cultures and countries" and "The appeal to cross-cultural communication led to a change in the didactic paradigm and significant conceptual changes in the understanding of the processes of mastering a foreign language, and hence teaching this language". [3, p. 56]

CONCLUSION

The conducted conceptual and terminological analysis allows us to conclude that modern linguodidactics has not yet come to a consensus on the status of cross-cultural learning. The teaching of cross-cultural communication as an integral autonomous direction in the methodology is characterized by the breadth of its special term system, the relations within which are not yet sufficiently defined, and therefore the content of different concepts is mixed.

In the studies of many authors, the content, the principles, adequate techniques and methods of teaching are defined, the most optimal forms of educational interaction are justified, descriptions of practical courses of teaching in cross-cultural communication are offered, which allows us to conclude that a new approach in modern foreign language education is being formed.

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THE IMPLEMENTATION OF SPEAKING STRATEGIES IN DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE

Sodiqova Sayyora ,
Teacher, Kokand State Pedagogical Institute named after Mukimiy
Rapiqjonova S, Student

***Abstract:** Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.*

***Key words :** communicative competence, minimal responses, recognizing strips, circumlocution, avoiding repetition*

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

Communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Unlike the audio-lingual method, the Communicative Approach gives priority to the semantic content of language learning. That is, learners learn the grammatical form through meaning not the other way around. Thus, "learning activities are selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns)" (Richards & Rogers, 1986: 72).

Canale and Swain introduced four dimensions of communicative competence: grammatical competence (grammatical and lexical capacity), sociolinguistic competence (understanding of social context and the communicative purpose for interaction), discourse competence (how meaning is represented in relationship to the entire discourse or text) and strategic competence (coping strategies that communicators employ to repair, redirect, etc. communication). Effective instructors teach students speaking strategies - using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it.

These instructors help students learn to speak so that the students can use speaking to learn.

1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Being a 'good speaker' requires a range of skills beyond accurate grammar, vocabulary and pronunciation, though these are the basic building blocks that enable a message to be understood.

An effective communicator chooses the words they use, and the way in which they speak to different people in different situations, whether that is ordering a sandwich at a snack bar or giving a keynote speech at an academic event.

The skills involved in how we interact with others in different ways are called communicative competencies: teachable skills which frame the language used in interaction in different settings.

Speaking as a language skill involves these competencies much more than it requires accuracy of language, so when we talk about 'teaching speaking', we are talking about something different from grammar or vocabulary practice.

Speaking can be used to practice new language (as is common in question-answer tasks or role-plays held after specific language instruction, but this kind of activity may not teach the skill of speaking itself.

2. Teaching speaking as a set of competencies

Just as we can instruct, present and practice specific grammar features to students, the component competencies which make up speaking as a pure language skill can also be broken down and presented systematically.

Some useful language sub-skills which can be turned into practice activities are:

Avoiding repetition

Responding appropriately while listening

Turn-taking techniques

Politeness

Circumlocution (talking around unknown words using known language)

Extending ideas

None of these sub-skills make specific reference to grammar, vocabulary or pronunciation, though obviously these are necessary for students to communicate what they want to say.

In order to bring the focus onto these competencies, it is therefore advisable to lead speaking tasks on topics that are familiar to students, and using language that is within their ability. Taking the strain of new language out of speaking activities allows students to focus on the pure sub-skills listed above.

This is similar to the way in which native speakers are 'trained' for public speaking or assertiveness in social situations: as native speakers, they are comfortable with the structure of their own language, but want to develop other skills which go along with that.

3. Discourse and organisation of message

Many of these features of speaking fall into the category of discourse – the organisation and style of a message as it is delivered in different situations.

When teaching speaking in a given context, we should pay attention to how people actually speak in that situation.

Recordings of people interacting in restaurants, banks which is quite formulaic and predictable can be used as a structure for the dialogues that you present and practice in class, only with the organisation and ordering of the speech as the focus of the class rather than the specific language used.

Taking an opposite approach, think of situations where the above list of competencies is common.

For example: we often use circumlocution when we are talking about complex, technical subjects, like when we describe a problem we are having with a gas cooker, car engine or plumbing; we may not know the exact name of the part which is not working, but we can still communicate it to a gas fitter, mechanic or plumber.

This is a useful life skill, and one which can be used to harness second-language speaking for language learners.

4. Restricted and free speaking

Also, as with grammar and vocabulary, we can incorporate these target competencies into standard formats of lessons – we can present the feature of speech through an audio or video task, and then ask students to practise applying the feature in a restricted task.

Gapped dialogues, ordering lines in a script, or choosing the best alternative from three different responses in a conversation, for example.

As long as the learners are playing with language they already know, their ‘discourse brains’ will be more engaged and they will have more focus on the competencies they are learning.

Free speaking tasks should be exactly that: student-student interaction which does not have too many limitations.

Give students a topic or situation and ask them to script out a typical interaction in that situation.

Assign roles to different students, so that they can practise speaking to different ‘people’, and see how they flex their ideas when talking to their boss as compared to their 7-year-old daughter.

This will open up the features they are learning in application to different types of speech.

Finally, be aware that although your learners have been focusing on these great features of spoken communication, they have not yet had the opportunity to fully apply these until they have spoken totally freely, without a script, or notes to work from (after all, native speakers don’t carry scripts around with them to use in sandwich bars, though they do have an ‘expected script’ in their mind which informs their use of language), by participating in a speaking event with another student or students.

The same dialogue that was used in free practice can be repeated, though with different participants to ensure spontaneity and flexibility with language. Only then can you say that students have truly applied what they are learning by the end of the class.

Conclusion:

All in all, when planning a speaking skills lesson, be aware that using language in speech is not necessarily practice of speaking as a language skill. Developing the range of competencies that make ‘a good speaker’ takes focus on the ways that we speak to different people, and the ways we construct what we are saying. This is independent from the grammar and vocabulary we use in real life, so should be kept separate from pure language input in the language classroom.

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ENHANCING STUDENTS’ LINGUISTIC COMPETENCE VIA AUTHENTIC TEXTS IN ENGLISH

**Teshabayeva Zamiraxon Sobirovna
Chirchik State Pedagogical Institute**

***Abstract:** Today, there is a rapid increase in education, therefore, knowledge of foreign languages has become one of the main problems in monitoring the development of the global information and digital economy in our country. Therefore, to improve the foreign*

language, various pedagogical technologies and methods of teaching the language are used. We know that oral and written speech skills are skills that can be achieved with great difficulty. This project analyses the development of oral and written speech using pedagogical technologies and teaching text types. Particular attention is paid to the development of students' communication skills using pedagogical technologies. These technologies help students gain confidence in self-expression. Therefore, the use of these technologies in lessons effectively develops oral and written speech, provides communication and an exciting learning process.

Key words: *linguistic competence, project analyses, communication, education.*

The people's reception also has all conveniences for ensuring the constitutional rights of citizens to submit an application (claim, request) to a state body. The inscription with the words of President of our country Shavkat Mirziyoyev "Living with concerns of people is the most important criterion of humanity"¹⁰ at the entrance to the reception immediately catches the eye. The activities of the reception are organized on the basis of this benchmark. Modern conveniences for a direct dialogue with the population, considering, recording and filing of applications have been create. Special attention is paid to scientific-research issues, as the state free from all-round development of science has no future. With the account of this, in the independent republic great attention is paid to the problems for extension of scientific studies, deepening and efficient use of their results in various spheres of the education system. Additionally, here the important place is assigned to methods of language teachers training, basis of teaching four skills and so on. It began to be implemented specially after the presidential decree 1875, which was accepted in December 2012. Reforming the system of teaching is to put biggest responsibilities in front of the teacher who teach at universities. Referring the teaching system into CEFR one is also the main factor to enrich the teaching foreign language. The skills are developed and assessed according to the world standards what prepare our learners and future specialists answering the demands of CEFR requirements. These requirements will support a stable development in education system. The language teachers need to be informed about modern language learning criteria related to the development of such language skills as grammar, speaking, writing, vocabulary, reading and listening.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children.

Today, there is a rapid increase in education, therefore, knowledge of foreign languages has become one of the main problems in monitoring the development of the global information and digital economy in our country. Therefore, to improve the foreign language, various pedagogical technologies and methods of teaching the language are used. We know that oral and written speech skills are skills that can be achieved with great difficulty. This project analyses the development of oral and written speech using pedagogical technologies and teaching text types. Particular attention is paid to the development of students' communication skills using pedagogical technologies. These technologies help students gain

¹⁰Mirziyoyev.Sh.M. "With our multiethnic and industrious people we will construct independent, democratic and prosperous our country, Uzbekistan". –Т.: Узбекистан, 2017,59p

confidence in self-expression. Therefore, the use of these technologies in lessons effectively develops oral and written speech, provides communication and an exciting learning process. In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students' speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English. Many techniques can be applied including discussion and problem solving because many research findings say that these techniques are effective to use in teaching speaking. Based on the reasons above, in recent years, English language teaching has focused on teaching the English language rather than teach about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create to teach the target language in a vibrant, active and interesting manner. The actuality of the project work is learning languages which are becoming the main issue among the population of the world so that we decided to make investigation to improve speaking skill.

For these reasons, we are interested in analysing the use of discussion and problem solving in teaching speaking for the students. We also want to know the advantages and the problems encountered by learners and teachers in using it.

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed methods to loosely described approaches. Last years the imperative need of using a foreign language appears in all areas of a science, manufacture and culture.

From analysing the existing works of methodologists, we found out that using discussion and problem solving in teaching speaking is quite effective. Therefore, discussion can bring out your students' interests and motivate them; it's a chance for them to talk about the things they really care about. Problem solving gives opinion giving and justifying opinions in English can also bring students a sense of accomplishment, as they are using the language to express complex ideas. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification.

Tasks and aims: In present practice of teaching foreign languages there are some typical problems forcing the teacher to address to experience of the colleagues, to innovative ideas, to a science.

Among these problems, difficulties and lacks of a traditional technique of teaching there are the following basic problems:

- Low authority of a subject because of shortages of a present technique of teaching.
- Low intensity of pupils' speech activity.

- Superficiality in forming of basic skills and haste of transition from reproductive to productive kinds of work.
- Absence of good practical recommendations on elimination and the prevention of gaps in pupils' knowledge and skills.
- Weakness of existing system of appreciation of pupils' work.
- Spontaneity of a choice and application of evident support, their low didactic efficiency.

Researches of methods of teaching have shown, that all named problems will be effectively solved, if we apply elaborations of various innovators for amplification of a traditional technique of teaching that can increase essentially quality of teaching foreign (in particular English) language.

Imperfection of the existing approach to teaching foreign language in the high educational establishments, which is focused only on communicative purposes to the detriment of such kinds of language activity as reading and the writing, that has led to the low level of knowing a foreign language of graduates of secondary school.

Importance and openness of the problem of effective teaching foreign languages have caused its topicality, and consequently the choice of a theme for the given research work. Communicative Language Teaching is an effective method to meet our objectives, and to motivate students to perform better in the speaking skill. In this research, we aim at investigating the relationship between the use of problem solving and discussion techniques development in the process of the speaking. We also would like to show that using these techniques in teaching; we tried to discover the discussion and problem solving techniques in Teaching English Language and how can it develop and improve students' speaking skill inside classroom during the discussion.

Sociolinguistic competence is the complex of knowledge that composes not only language knowledge but also social status, social norms and rules or ideologies of a definite culture. When two people from one and the same nation or society speaks to each other, they understand each other quite well but when a foreigner is in the conversation i.e. when 2 different people with different cultures make a conversation, there can appear misunderstanding and even conflicts.

Firstly, in home task one there was not given the components of sociolinguistic competence but now near to finish the retraining course I think that I could find the exact example for sociolinguistics. Activity 5. In which students should write what do British people mean by given phrases and how people from other cultures interprets them helps students to see the simple phrases from different view point.

Additional example: I told my group mates from retraining course that I am not ready at all for qualification paper and that I could not manage to do it till the deadline. So, one of them told me to warn the authority about this. And may be they prolong the deadline. Then I replied: "Won't they understand(know) this themselves". I think that in this one example we can see the sociolinguistic competence. Because it only refers to our culture waiting till the last minute of the given deadline. And what I meant by my reply can be only understood by person from our culture.

Conclusion

Write a one-page reflection about the class you taught. What were some positives and negatives of your experience, and, how will you continue to move forward in your career to pursue professional development?

As I teach the subject “Competence in teaching the practice of language aspects” this year I conducted micro-teaching on the topic “First conditionals. (Superstitions)”. While planning my lesson I tried to highlight all communicative competencies (strategic, pragmatic, sociolinguistic and linguistic) as far as I know. I used Communicative language teaching approach and tried to develop linguistic and sociolinguistic competence of my students by practising grammar and vocabulary in context (Superstitions), speaking skills by producing speech using grammar structure. And as a tool for this I chose authentic video material (<https://www.youtube.com/watch?v=11VDzWwSPqg>) and reading text on the topic “An American superstitions”. The students did their best. They were so active in my class as in the topic it was considered some cultural features. My class was observed by the teachers from our department. The feedback was incredibly useful for me. My colleagues gave me positive feedbacks. The main points of the feedbacks were:

Positives: The atmosphere in the lesson was good. The students were enthusiastic. They tried to work cooperatively and developed their speaking skills. The good thing was that it was not only a grammar lesson with boring rules but communicative lesson in which students learned the grammar topic in context with the use of authentic materials. Areas to improve: I should use some more teaching techniques during the lessons and try every time to combine grammar with reality.

Negatives: I think I have to write about them. My weak points which I have noticed were connected with assessment process. It was really difficult to know what to assess and how to assess. Because in CLT teaching everyone can express them differently and we cannot say that it is right or wrong. We just can say that it is appropriate or not. But the good thing is that as in this course we teach grammar and vocabulary I made for myself assessment criteria for speaking as at the end of the lesson they will be able to use the grammar structure of the First conditional and produce speech. As I already know their level it was not a formative but summative assessment. Assessment criteria is as follows:

	<i>Accuracy</i>	<i>Fluency</i>	<i>Pronunciation</i>
5	<i>Grammatical and lexical accuracy extremely high</i>	<i>Speaks fluently without hesitation or searching for words.</i>	<i>Very clear; stress and intonation help to make meaning clear.</i>
4	<i>Quite accurate; some errors, but meaning is always clear.</i>	<i>Some hesitation and sometimes has to search for words</i>	<i>Generally clear; reasonable control of stress and intonation</i>
3	<i>Frequent errors; meaning is not always clear.</i>	<i>Quite hesitant; limited range of vocabulary and structures.</i>	<i>Frequent errors; not always clear enough to understand.</i>
2	<i>Very frequent errors; difficulty in making meaning clear.</i>	<i>Extremely hesitant; very limited range of language very difficult to understand.</i>	<i>Very frequent errors; often very difficult to understand.</i>
1	<i>Almost unable to communicate</i>		

Having read and got acquainted with the materials of the book "Reconceptualising language teaching". An in-service teacher education courses in Uzbekistan". I learnt much about teaching. I identified my weak points in teaching. I learnt much information about Communicative Language teaching and its approaches. Having been in training workshop I learnt what linguistic, sociolinguistic, pragmatic and strategic competences are. Now I have got a platform for my future career.

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ЁШЛАР МАЪНАВИЯТИНИ ИНТЕРНЕТ ТАЖОВУЗИДАН ҲИМОЯ ҚИЛИШ ОМИЛЛАРИ

Б.Ў.Рўзиев
ТТА ижтимоий фанлар
кафедраси ўқитувчиси

Бугунги дунёда глобаллашув жараёнлари юксак суръатларда давом этмоқда. Бу эса фан, техника ва инсон ҳаётини кундан кунга ўзгаришига, янги ҳаёт тарзининг жорий этилишига, жамият тараққиёти ёки ер юзи аҳолисининг яшаши учун янги воситаларнинг яратилишига, умуман олганда барча соҳада ахборот ва маданиятлар алмашинувиغا олиб келмоқда. Бугунги дунёнинг қиёфасини инсоният тараққиётининг юксак меваси бўлмиш глобал ахборот воситаси - интернетсиз тасаввур қилиб бўлмайди. Албатта, юртимиз аҳолисининг 60 фоизини ташлил этадиган, эртанги кун келажаги бўлган ёшлар манфаати ҳар жиҳатдан муҳимдир.

Ёшларнинг қандай авлод бўлиб камол топиши, уларнинг келажаги ҳар бир мамлакат халқининг, ҳукуматининг олдидаги жиддий вазифа ҳисобланади. Шунинг учун ҳам Президентимиз Ш.М.Мирзиёев "Ёшларимизнинг мустақил фикрлайдиган, юксак интеллектуал ва маънавий салоҳиятга эга бўлиб, дунё миқёсида ўз тенгдошларига ҳеч қайси соҳада бўш келмайдиган инсонлар бўлиб камол топиши, бахтли бўлиши учун давлатимиз ва жамиятимизнинг бор куч ва имкониятларини сафарбар этамиз" деб таъкидлаган эди. Шу нуқтаи назардан, ўтган йиллар давомида ўсиб келаётган ёш авлоднинг маънавий юксалиши, ахборотга бўлган ҳуқуқларини рўёбга чиқариш, ахборот эркинлигини таъминлаш мақсадида зарур технологик шароитлар ва ҳуқуқий кафолатлар яратилди. Шунингдек, халқаро ахборот тармоқлари ва интернет жаҳон ахборот тармоғидан эркин фойдаланиши учун шароит яратилишини эътироф этувчи нормалар қонунларимизда ўз аксини топди. Бу ўринда таъкидлаш жоизки, 2003 йил 11 декабрда қабул қилинган "Ахборотлаштириш тўғрисида" ги қонун, 2018 йил 19 февралдаги "Ахборот коммуникацион технологиялари соҳасини янада такомиллаштириш чора тадбирлари тўғрисида"ги Президент фармонларидан сўнг мамлакатимизда интернет тезлиги ва фойдаланувчиларининг сони янада ортди. Бунинг натижасида турли веб сайтлар, ижтимоий тармоқларда гуруҳлар, каналлар ҳамда кўплаб кузатувчиларига ва ўз тингловчиларига эга бўлган блогерлик фаолияти ривожланиб бормоқда. Ҳар кимнинг фикрлаш ва сўз эркинлиги, ўзи истаган ахборотни излаши, олиши, уни тарқатиш борасидаги конституциявий нормалар миллий қонунларимизда ривожлантирилди. Аммо, бундай имкониятлар билан бирга бир қатор муаммолар, жамият маънавияти масаласи, айниқса шу жамиятнинг кен қатлами бўлган ёшларнинг бундай имкониятлардан унумли фойдалана олиши муҳим эътибор талаб қиладиган мавзуга айланиб улгурди.

Интернет тармоғидан фойдаланиш турли миллий маънавиятимизга ёт ғояларнинг ҳам тез тарқалишига олиб келаётгани барчага маълум. Шу жиҳатдан интернет орқали тарқатилаётган ахборотнинг ёшлар манавиятига таъсири, зарарли ва ёт ғояларнинг жумладан беҳаёлик, зўравонлик ва ёвузликни тарғиб қилувчи, шунингдек дин ниқоби мазмунидаги экстремистик ва турли низоларни тарғиб қилувчи виртуал гуруҳларнинг юртимизга кириб келишини олдини олиш, ёшлар маънавиятини бундай тажовузлардан ҳимоя қилиш тобора долзарб аҳамият касб этаётир. Шунинг учун бундай тажовузлардан ҳимоя қилишнинг бир қатор омиллари, таълим ва тарбия, оила, дин, илм-фан ва маданиятнинг аҳамияти жуда каттадир.

Интернет имкониятларининг кўплиги билан бирга заррали ғоялар тарқатиш имкониятининг хилма-хил усул ва воситаларга эгаллигини ҳисобга олиб, зарарли ахборотнинг қандай шаклда, кўринишда, тилдалиги унга бериладиган жавобнинг ҳам шундай шаклда бўлишини талаб қилади. Бунинг учун илм -фан ютуқларини шунга мос равишда қўллаш талаб этилади. Жумладан интернетдан тарқаладиган профессионал тайёрланган зарарли ғоя хорижий тилда бўса демак унга қарши жавоб ҳам шу тилда бўлиши ва худди шундай шакл ёки кўринишда жавоб билан бартараф этишни талаб қилади. Бундан эса интернет тажовузларидан ҳимояланишда нафақат замонавий ахборот технологияларини, балки хорижий тиллар ва бошқа фанлар ютуқларини ҳам тадбиқ этишни талаб қилади. Шу билан бир қаторда ўз вақтида берилган таълим-тарбия ўсиб келаётган ёш авлод учун сув ва ҳаводек зарур бўлиб қолаверади. Бу инкор қилиб бўлмас ҳақиқат.

Шунинг учун оиланинг бола тарбисадаги ҳиссаси бошқа омилларга қараганда жуда каттароқдир. Шубҳасиз ҳар томонлама чиройли, одобли, гўзал хулқли бўлиш ва покиза ҳаёт кечиришга буюрувчи муқаддас динимиз оилага катта аҳамият беради. Оиладаги муҳит эса ота-она ўз маъсулиятларини ҳис қилиши билан барқарор бўлади. Болаларнинг одобли бўлиб улғайиши учун оила бунёдкорлари ота-она катта ибрат бўлиши лозим. Зеро халқимизда “Қуш уясида кўрганини қилади”, деган гап бежизга айтилмаган.

Фарзанд тарбиялаётган ота-она ҳар бир ҳаракати, юриш туриши, муомаласи, бошқалар билан ўзаро муносабатида олижаноб фазилатларни намоён эта билиши керак. Чунки бола табиатан ниҳоятда кузатувчан бўлади. Ҳар бир кун унинг учун кашфиётга ва янгиликка тўладир. Бу кашфиётни у ҳам амалда синашни хоҳлайди. Шунинг учун унинг оиласидагилар ўз одатлари билан баъзан ўзлари сезмаган ҳолда унга таъсир қиладилар. Оиладаги қўпол муносабатлар, қўп ёлғон гапириш, ёқимсиз хатти-ҳаракат бола тарбиясига салбий таъсир қиладиган носоғлом муҳитни келтириб чиқаради. Шунинг учун ҳамки оила маънавий муҳитнинг барқарор бўлишида диний саводхонликнинг ўрни жуда катта. Бу эса ўз навбатида ёшларнинг қанчалик маданиятли бўлиб улғайишида муҳим аҳамиятга эга. Шу жиҳатдан “Миллий маданиятнинг ўзига хослигини тиклашга алоҳида эътибор берилиши керак. Шу билан бирга миллий ўз-ўзини англашнинг тикланиши жаҳон инсонпарварлик маданияти ва умумбашарий қадриятлари идеалларидан бизнинг кўп миллатли жамиятимиз анъаналаридан ажралиб қолиши мумкин эмас”, - деб таъкидлаган эди И.А.Каримов. Албатта, маданиятли ёшлар интернетда вақтини тўғри тақсимлашни билади. Зеро бугунги кунда ижтимоий тармоқлар орқали ахборотни тарқатиш ёки хабардор бўлиш оммалашиб бормоқда. Бу эса ҳар бир ёшдан уни тўғри тушунишни ва бошқаларга тарқатишда юксак маданиятга эга бўлишни талаб қилади. Негаки саводсизларча ахборотни тушиниш ва маданиятсизларча жамият ўртасида фейсбук, телеграм, истаграм ва бошқа тармоқларда тарқатиш кенг жамоатчиликнинг фикрига, маънавиятига нечоғлик таъсир қилишини бугун барчамиз гувроҳи бўлиб турибмиз. Хулоса қилиб шуни айтиш мумкинки, бугунги кунда глобаллашган даврда интернетнинг кенг суръатда ривожланиши давр талаби ҳисобланади. Уни чеклаб, жамиятни хусусан ёшларни ундан ажратиб бўлмайди. Бунга уриниб кўрмоқчи бўлган давлатларнинг олимлари ҳам, унинг салбий натижалари кўплигини аниқ билишади. Лекин интернет орқали тарқалаётган ахборотдан фойдаланишда юксак маънавиятга эга бўлган жамиятгина глобал ахборот оқимидан ўзига тегишлисини олишни билади. Бундай юксак маънавият эса таълим ва тарбия, оила, дин, илм-фан бағрида шаклланади. Шундай экан юқоридагилардан келиб чиқиб айтиш мумкинки, жамиятнинг асоси бўлмиш ёшлар маънавиятини интернет тажовузидан ҳимоя қилишда таълим ва тарбия, оила, дин, илм-фан ва маданиятнинг таъсири ва керак бўлса самараси катта аҳамиятга эга.

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MODERN TECHNOLOGIES OF STUDYING FOREIGN LANGUAGE IN THE HIGHER EDUCATIONAL INSTITUTION AS A MEANS OF MOTIVATION OF STUDENTS' EDUCATIONAL ACTIVITY

Tuxtayeva Nilufar Achilovna
Teacher, UzSWLU

***Annotation:** The article is devoted to motivating students to learn a foreign language. The article discusses pedagogical incentives that increase the stimulation of students when teaching a foreign language. Also, the author highlights difficulties, issues that encountered by teachers in the learning process*

***Keywords:** student, teacher, students' motivation, modern educational technologies, foreign language.*

Nowadays, for developing a high level of cognitive interest in the study discipline, it is necessary to provide such conditions in training that will be aimed not only a deeper study of foreign language, but also its improvement in the developing the knowledge of foreign language. Modern psychologists and educators are unanimous that it is motivation that the source of activity is the most important key of need, desire, interest for achieving goal in studying foreign language.

A great contribution to the theoretical development of the problem of the formation of motivation was made by such researchers as Zimnyaya I.A, Leontiev A.A, Simonova N.M, Markova A.K, Aseev V.G and etc.

In a non-linguistic university, the importance of motivation is a fundamental factor of learning [2]. A significant place in the system of motivation for mastering a foreign language occupy cognitive and educational motives, the desire to expand horizons, enrichment of knowledge about language, culture, art, customs and customs of the speakers of the studying language and the respective country, close attention to psychological characteristics knowledge, thinking, emotional sphere, national character traits of carriers of target language. So, M.P. Grishaev identifies 9 types of motivation when studying foreign language by students: [1]

1. Professional and pedagogical motivation for mastering a foreign language (aspiration to become a teacher of a foreign language, to work at school).
2. Cognitive and educational motivation (mastering a foreign language motivated by the desire to be a comprehensively educated person and the notion that one cannot be without knowledge of foreign languages).
3. Intellectual developmental motivation - ideas about opportunities that the study of a foreign language opens up in the development of thinking, memory, as well as perseverance, wish and other characterological properties of the individual.
4. Communicative motivation - an expression of desire to practice foreign language for the purpose of communicating with other people, including representatives of foreign countries; the desire to improve their own sociability, expand the circle of communication.
5. Emotional value motivation - associated with experiencing positive emotions, pleasure from learning a foreign language, feelings of joy and satisfaction from this work.
6. "Prestigious motivation" - the idea of a special prestige knowledge of a foreign language.

7. Identification motivation - striving for identification, identification with other people or ideas about them (parents, teachers, movie actors).

8. Material and practical motivation - achieving practical goals (to go abroad, get a prestigious job).

9. Motivation of duty in the absence of personal significance and deep interest in learning a foreign language is a necessity fulfill academic duties, get a higher education [1].

Higher Educational Institutions revise the approaches that have so far been used for teaching foreign languages and searching modern technologies in the development of science and technology. They are expected to use multimedia and Internet technologies along with new learning models, with the aim of moving away from early, new model based on the teacher's explanations. In addition, students are encouraged to learn a foreign language using computer, which will be 40-50% of the total.

Teaching a foreign language with using modern technology includes:

- Authentic language material such as video clips, flash animations, webquests, podcasts, news, etc .;
- An online environment in which students can communicate with native speakers of a foreign language through e-mail, computer text editors, social networks, voice or video conferences;
- Language learning tools (online applications and programs) are aimed at studying phonetics, pronunciation, vocabulary, grammar and sentence analysis.
- Tools include exercises "from text to speech", speech recognition, interactive and supervised tasks;
- Online environment enable communication between the teacher and students, students with each other [3];

There is a wide range of specialized tools and teaching aids that offer the use of computer technology to teach foreign languages.

An important role in the formation and development of motivation in learning foreign language is played by the content of educational material, the information content which meets the current needs of the student. If the content of the educational material does not require students to work on its understanding and assimilation, educational materials are not satisfied for their needs and the constant development of mental functions (memory, thinking, imagination), will not develop vivid emotions (positive and negative) and will not contribute to the emergence and development of new needs. Therefore, the content of each lesson, each topic should be deep motivated, but not by creating momentary, soon passing interests or references to practical significance in the future life, but mainly by the fact that the educational material is relevant, informative, personally significant for students and is aimed at solving communication problems, because mastering the ability for communicating is the first and natural need for foreign language learners. According to this fact students will create a prospect for further study, a basis for formation of meaningful motives of educational activity [3].

It is well known that the effectiveness of training is more dependent on the quality teaching aids. In modern conditions of the rapid growth of information flow the latest information technologies are becoming more relevant [4].

Currently, when teaching a foreign language, they are widely used technologies such as:

- Modular technology based on the organization of independent, cognitive activity of students, the development of training modules of one or another course [5].

- Webquest technologies (webquest), which is focused on the maximum practical activity of students and they are elements of the role-playing game, for the implementation of which information of Internet resources [6].
- Case technology, which is a close analogue of distance learning technology (when a student receives a special set of teaching materials (case) for self-study and consults with teachers in establishing for this regional training centers [5].
- TV technologies, within the framework of which television lectures and consultations with teachers [2];
- Application-based network technology for student consultation and transfer him/her teaching materials on the Internet [3].

Golonka et/al/ [4], in the overview technology, is used in teaching foreign languages, is listed the following: course management systems (CMS); interactive whiteboards; ePortfolio (a digital archive of student work created by student); corpus (collection of authentic language in oral, written or both forms); electronic dictionaries; electronic annotations (links to word or sentence level, contextual translations or explanatory information); smart learning systems; grammar checking programs; automatic recognition programs speech (ASR) and phonetic programs; virtual games; chats (synchronous computer communication: text or audio); social networks; blogs; internet forums or message boards.

How computer technology can improve the process of learning a foreign language for motivating? The processes and results of using computer technology depend on how exactly they are used in teaching. There are two type of computer training for foreigners. The first type assumes that computer technology complements traditional forms of education and learning (including assessment), making them faster, easier and more efficient. The second type offers innovative ways of teaching and learning that should improve the competence of students to a greater extent than traditional methods.

Kongrith and Maddux [4] suggested that use of innovative teaching methods has the following characteristics:

- Requires a high degree of interaction between computer and student;
- Makes the student, not the creator of the program, responsible for what happens on screen;
- Aims at performing more creative assignments;
- Makes it possible to perform very difficult tasks.

The most effective means of developing positive motivation is inclusion of competitive intellectual activity. This is role-playing games and participation in various project activities, etc. So, the project method helps teacher to interest students and turn learning into a fun learning with using all skills and abilities.

Design work includes: abstracts, computer presentations, competitions (thematic newspapers), reports.

Taking into account the huge impact of modern information technology on the education process, it should be noted that the need to use them in educational process, since they allow not only to qualitatively change content, methods and organizational forms of training, but develop skills of critical thinking, analysis, synthesis and evaluation of information. Thus, we can say that the introduction of technology in the classroom not only solves the problem of student motivation, but also it is one of the most important aspects improvement and optimization of the educational process.

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METHODOLOGY OF DEVELOPING PROFESSIONAL CULTURE OF COLLEGE STUDENTS ON THE BASIS OF COMPETENCY APPROACH

Sandibayeva D.
Tashkent State Pedagogical University

***Abstract:** Improving the professional culture of college students in developed countries on the basis of a competency approach, increasing mobilization and promoting innovative approaches and technology-based professional activities in education, inculcating personal and professional qualities, philosophical and professional views, components of professional culture (motivational-value, special attention is paid to research on improving the methods, technologies, forms and means of cognitive, functional) development. The development of theoretical and practical bases of these directions, the definition of its psychological and pedagogical factors and conditions, content and structure, plays an important role in training highly qualified professionals in the period of social renewal and spiritual growth.*

***Key words:** methods, technologies, professional culture, professional competency.*

As a result of reforms aimed at restructuring the system and content of training in accordance with the needs of society, the development of effective forms and methods of spiritual and moral education of students, a competent approach to the educational process has

been introduced. some practical work has been done on the development of culture. The Action Strategy for the Further Development of the Republic of Uzbekistan prioritizes "further development of the system of continuing education, increasing the capacity of educational services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market." To solve this urgent problem, it is necessary to develop modern technologies for the organization of vocational education in educational institutions, especially in professional colleges, to conduct pedagogical research. Given the urgency of this problem, the competency approach of professional culture in graduates of vocational education institutions in the field of "Mechanical Engineering, Equipment and Automation of Machine Building" (future welders, machine operators, operators, plumbers, technicians and mechanics) The need to study the problem of improving the methodology of development from a modern scientific and pedagogical point of view has identified the subject of research. It is the development of methods to introduce a competency-based approach to the continuous development of professional culture components of college students. identification of didactic and social factors is inextricably linked with the issues of improving the criteria for assessing the development of professional culture.

According to M.A. Innazarov, "competence requires constant enrichment of professional knowledge, learning new information, understanding of important social requirements, the ability to search for new information, process it and apply it in their work".

Research also identifies the types of competencies:

- self-perceived as an individual (health, values, integration, citizenship, self-improvement); competencies related to social interaction, activity (cognitive, playful, professional) (I.A. Zimnyaya);

- values and spiritual competencies (seeing and understanding the world around a person, being able to take a direction in it, understanding his place and function, choosing the purpose and meaning of his activities and actions, selection of purposeful and conscious behavioral actions for independent decision-making, decision-making skills); general cultural competencies (knowledge and experience of working in the field of national and universal culture; spiritual and moral foundations of man and humanity, the life of individual peoples; cultural foundations and traditions of family, community, social events); learning competencies (a set of competencies in the field of independent learning, including elements of logical, methodological, general learning activities of the individual); information competence (skills in dealing with information in the field of academic sciences and education, as well as in the environment); communicative competencies (knowledge of languages, environment, distant events and ways of interacting with people; ability to work in a group, team, various social roles); social and labor competencies (acting as a citizen, observer, voter, representative, consumer, buyer, customer, producer, family member); personal self-improvement competencies (focused on mastering the methods of physical, spiritual and mental self-development, emotional self-regulation, self-support) (A.D.Xutorsky).

Although competencies are divided into several groups, they all meet two important criteria (requirements). That is: general (providing access to competencies in a variety of areas and activities) and private (the ability to reflect involvement in a particular activity).

The results of the theoretical analysis show that the composition of the main competencies is interpreted differently by different authors, and even they differ significantly

from each other. Some researchers look at key competencies in the context of 'general skills' or 'core competencies'.

Based on a competency-based approach to research aimed at developing the professional culture of college students, it was agreed that as a future professional, graduates should be able to master the basic and core competencies. At the same time, a set of basic and core competencies was formed. They are: 1) basic competencies; core competencies.

During the study, the problem of developing the professional culture of college students on the basis of a competency approach was analyzed using the following basic competencies: socio-cultural (civil status, responsibility, socio-value orientation, interaction with others in the system of relationships), ability to work in a team, etc.), personal (ability to reflect, professional and personal self-formation, self-awareness, etc.), information (ability to search and analyze information from different sources, expand knowledge, new g 'search for ideas, etc.), proactive (ability to solve social and professional problems and professional tasks of varying complexity, ability to deliver effective solutions to others, etc.).

I.A. Zimnyaya shows the difference between the concepts of competence and competence in relation to his professional and social development. According to the author, the professional formation and development of a person is a competence (professional knowledge and training); social maturity is competence (the intellectual and personal experience gained in the course of social as well as professional life activities (i.e., real activities performed in specific situations).

Competence as a characteristic of a specialist has the following characteristics: the knowledge of a competent person is practical, fast, dynamic and constantly updated; has components of cognitive and empirical nature (M.P. Choshanov): according to him it is not enough to understand the problem theoretically, but to know how to use effective methods that allow to solve it in practice, so the necessary description of competence should be provided by a specialist. The methods used should be able to solve problems of different levels of complexity in different situations; Competence as a professional quality creates the necessary conditions for the specialist to choose the optimal solutions, to justify decisions, to reject ineffective "solutions" on the basis of critical thinking.

O.A. Koysinov distinguishes three main groups of competencies, which are the structural basis of competence, which is reflected in the person. That is: competencies that relate to oneself, as a person, as a subject of life activities; competencies related to human interaction with other people; competencies related to all types and forms of human activity.

According to A.K. Markova, professional competence is a qualitative indicator of a specialist's professional activity, the ability to understand his propensity for this activity, to assess his personal qualities and qualities, to determine his professional development. It means being able to focus, improve oneself and educate oneself. According to the researchers, the structure of professional competence consists of three components: content, motivation and performance.

A.K. Markova divides professional competence into the following types: special competence (high level of professional activity, ability to design one's own professional growth); social competence (joint (group, cooperative) professional activity, cooperation, as well as thorough mastery of professional communication skills related to the profession, social responsibility for the results of their professional activities); personal competence (mastery of personal worldviews and ways of self-development, the ability to resist the deviation of the individual professionally); individual competence (ability to express

themselves and develop their individuality in the profession, readiness for professional growth, ability to maintain their individuality, not to fall behind professionally, to organize their work rationally, to work ability to perform without allowing stresses).

As a result of his research, N.V. Kuzmina cites five elements (or five different types) of competence. These are: special and professional competence in the field of activity; methodical competence in the field of activity; socio-psychological competence manifested in the process of communication; class-psychological competence in the field of motives, abilities; autopsychological competence in the field of achievements and shortcomings in the person and activity.

The sources also cite the following types of competencies: basic (intellectual); personal (responsibility, organization and perseverance); social (adequate (equal) relations with the subjects, providing social support for life activities); professional (ensuring adequacy in the performance of professional activities, such as production and maintenance, computing and design, experimentation and research).

The individual characteristics of each profession or occupation require the presence of certain competencies in the specialist. For example, to date, research in the field of management has systematized many of the competencies that are reflected in the character and behavior of the manager. For example, Lyle M. Spencer and Syne M. Spencer have 21 in their Model to Maximize Work Efficiency; 67 in the Lominger's Competence Model; Richard Boyatzis 19 in Richard Boyatzis's "Effective work model"; Lancaster 11 in the Lancaster's Management Competency Model; John Raven's "Competencies John Raven" lists 37 competencies. By looking at these models, you can see that the concept of "competence" is based on the qualities that are important in the effective organization of professional activity. Hence, competence is a professionally significant quality of a particular type; competence is a set of professionally significant qualities of a particular type.

The considerations set out above will finally shed light on the essence of the concept of 'competency approach'.

Literally, the term "approach" means "to look at a particular case from a certain point of view." From the point of view of the research object, the concept of "competent approach" means "competent approach to professional activity". This, in turn, means that the concepts of "competence" and "competence" must be defined in pedagogical terms.

The results of the study of psychological, pedagogical and other sources show that the scientific direction of the introduction of competence-based approach to education (SVE) appeared in America in the 70s of last century. It is formed in the general context of the concepts of "competence" and "competence" (use of language in relation to grammar-based language theory), first proposed in 1965 by N. Chomsky of the University of Massachusetts. According to Chomsky, the use of language "really" depends on the person's thinking, language reactions, skills, etc., that is, on the speaker himself, on the person's experience. This notion was enriched in R.W. White's R.W. White's "Motivation reconsidered: the concept of competence" (1959) with the concept of motivation, including private organizers.

This means that professional culture is an experience gained through the acquisition of knowledge, skills and competencies for professional activity, and professional competence is the use of this experience in the process of professional activity.

Based on the ideas presented in the chapter, a competency-based approach can be used to interpret the basic concepts that serve to shed light on the cognitive nature of the problem of developing the professional culture of college students from a pedagogical point of view.

From the point of view of formation, the basis of professional culture is the ability of the specialist to recognize social, spiritual and moral views, labor and professional activity as a value, a positive attitude to a particular professional activity, intellectual, psychological and physiological capabilities, professional knowledge, skills. 'has the skills, qualifications, experience and the ability to apply it in practice. Accordingly, professional culture is a level that determines the intellectual, psychological, physiological, spiritual and moral maturity of a specialist, a positive attitude to professional activity, the qualities of professional competence.

Development of professional culture of college students - ensuring a high level of intellectual, psychological, physiological, spiritual and moral maturity of students of the relevant educational institution, the formation of a positive attitude to professional activity, the acquisition of professional competence. pedagogical process organized in order to achieve their goals.

Development of professional culture of college students on the basis of a competency approach - the education of college students in the qualities of professional competence, ensuring their high intellectual, psychological, physiological, spiritual and moral maturity on the basis of the priority of positive attitudes to professional activity. 'nalized pedagogical process. The effective organization of this process depends on its organizational, methodological and practical correctness and rationality.

Thus, in modern conditions, the acquisition of the qualities of competence of specialists is put on the agenda as a socio-pedagogical necessity. Market competition, based on strong competition, also requires a specialist to be resilient. Only a competent professional can withstand strong competition. Therefore, during the research period, it was considered appropriate to develop the professional culture of college students on the basis of a competency-based approach. In essence, a competency-based approach involves the development of general vocational training and skills in college students based on the requirements of a market economy, as well as their effective acquisition of professional knowledge, skills, competencies and technologies.

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INCREASING BASIC LANGUAGE SKILLS OF YOUNG LEARNERS IN ENGLISH LESSONS.

Scientific supervisor PhD Kholmurodova O.A.
JSPI, Foreign Languages Department teacher
Abdullaeva Sokhiba
JSPI, Student of Master's degree

***Annotation:** Children are learning English at younger ages. In many countries, English is a compulsory subject in the early primary grades. In this article the authors researched and reviewed works by international academics on the research problem; established factors ensuring good learning and mastering of foreign language skills by young learners; and reasoned the importance of beginning teaching with speaking and listening, accompanied by writing and reading skills, in accordance with their age peculiarities.*

***Key words:** young learners, language skills, teaching, creativity, imagination, motivation, TPR method, positiveness.*

Nowadays it is important to learn second language from a youthful age in the developing world. In Uzbekistan we can see many changes on educational system which gives opportunities to youths. On December 10, 2012 the First President of the Republic of Uzbekistan signed a decree “On Measures to Further Improving the System of Teaching Foreign Languages”[1]. It is noted that in the framework of the Law of the Republic of Uzbekistan “On education” and the National Program for Teaching in the country, a comprehensive foreign languages’ teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking generation, further integration of the country to the world community, has been created. The decree included a lot of duties that starting from 2013-2014 academic year, foreign languages, especially English, gradually throughout the country will be taught from the primary year of schooling in the form of lesson games, continuing to learning the alphabet, reading and spelling in the second year. However

teaching new language to kids is not an easy job. But it is not difficult if instructor know how to teach. If we compare to adults, young learners are more energetic, less attention and mainly they learn language how you taught them. In this article we try to identify some subjects of teaching English to young learners.

Communication shows that your worldview is good or not. It helps to keep in touch with human beings. As we know the first numbered world language is English. As ancestors said that foreign language could help person to open world's door. Especially making children to learn English motivate them achieve aims in the future. Firstly children begin learning plain expressions which they listen or never heard before. According to Scott and Lisbeth children aged 8-10 are enough mature: they have their worldview; they are able to compare or describe differences between good or bad things; they are interested in asking questions; they can cooperate with each other and learn from others [6].

Scott and Lisbeth indicate that children particularly aged 8-10 are competent mother tongue users. In this regard, they are aware of basic linguistic rules of their mother tongue. At these ages, children can grasp abstracts and symbols, generalize language, and systematize it. Children are also capable of interpreting meaning without understanding words separately, are competent in using language creatively, are frequently fond of doing exploration and making a certain condition enjoyable; have established imagination; and are fond of communicating. In the context of teaching, most people assume that children learn a foreign language in the same way that they learn their mother tongue [2]. Basically, children are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty. On the contrary, children are less capable of absorbing or acquiring a foreign language optimally. Hashemi Masoud marked in his book "Techniques in Teaching English to Children" that teaching to children is a delicate and sensitive task for the following reasons:[3]

- Language learning class for them is their first year of schooling;
- They are highly motivated and energetic;
- They are new sponges to absorb;
- They have various language back grounds;
- They are easily frustrated if corrected immediately;
- They are ready to imitate and participate;
- They love group work;
- They love independence;
- They need respect and attention;
- They easily learn from their environments;
- They are great competitors;

Children tend to have shorter attention spans and a lot of physical energy .They are very much linked to their surroundings and are more interested in the physical and the tangible phenomena. As researchers Scoot Wendi A. and Lisbeth H. Ytreberg discribe "*Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.*". Teaching English to children is different from teaching English to adults . According to educators young learners learn differently from adult learners. They easily get bored, losing interest after a short period of time. In order to keep them engaged it is necessary to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects. Using

these activities, a language teacher can make the language input enjoyable and comprehensible as well. A great teaching idea is to collect useful resources of toys, puppets, pictures, maps, calendars, and other paraphernalia and saving them for use in each other's classes. Using gestures and body language are very effective for young learners to gain understanding of language.

Moreover, it is recommended that teachers keep children active and motivated, using a song, story, game, or a teacher- made activity. In James Asher's method, Total Physical Response (TPR), children listen and physically respond to a series of instructions or commands from the teacher . Kang Shin Joan supported Asher's method that the more fun the activities, the better they will remember the language materials presented [4].

Teaching English to children is not an easy job. But it is also not difficult, if we already know how to do it. Many researchers do believe that a successful language teacher of children should possess some characteristics as follows:

- Must be energetic and patient ;
- Must love children;
- Must pay attention to individual differences;
- Must encourage, encourage, and encourage;
- Must let children see the beautiful and useful aspects of the language;
- Must let them love you as the language teacher and the new language as well;
- Must know the techniques of teaching;
- Must respect children as human;
- Must start teaching to children as soon as possible [7].

As a conclusion, we can say that it is important to take into account the age and other psycholinguistic features of young language learners; it will be more effective to train them first in listening and speaking before progressing to reading and writing. Learning English at younger ages gives not only a chance to see the world but also it increases children's worldview, creativity and positive ideas on subjects. Good teaching and better learning is meant the best results. Besides we teachers also improve our teaching skills through teaching experience. Ancient Chinese Proverb is the way that a teacher should follow during the lessons *"Tell me, I forget. Show me, I remember .Involve me, I understand."*

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TECHNOLOGY FOR THE DEVELOPMENT OF COGNITIVE ACTIVITY OF STUDENTS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

**Xurramov Eshmaxmat Eshqulovich
Chirchik State Pedagogical Institute**

***Abstract:** The development of students' cognitive activity depends on the correct interaction of all elements of the pedagogical process: goals, content, means and methods of teaching, a rationally structured system of classes in a foreign language, including classroom, home, independent and laboratory work on the language. A significant role in the development of students' cognitive activity is played by a foreign language lesson, which must meet didactic requirements, i.e. to be built taking into account the unity of teaching and development, to be scientific in the nature of the content of the educational material and in the way of its assimilation. Cognitive activity in the educational process is a single process of generating students' thoughts and speech, this constitutes the material basis of education. Mastering by students the basics of teaching, direct and indirect, is today the main practical goal. This necessitates a deep study of the process of development of cognitive activity in search of opportunities for its activation. This circumstance determined the choice of the topic of our thesis research.*

***Key words:** educational process, cognitive activity, teaching a foreign language, communicative tasks.*

One of the possible ways and means of enhancing the cognitive activity of students at the middle stage is the setting of communicative tasks in the process of teaching students the English language. Based on didactic and methodological research, it is necessary to determine the activation of the cognitive activity of students, as the activation of speech-thinking

activity, as a process aimed at achieving specific thinking and speech activity, carried out with prompting, guidance and control from the teacher and contributing to the early and successful achievement of the planned result learning.

In this study, an attempt is made to elucidate the problem of the development of the cognitive activity of students at the middle stage of education, who study a non-native language, in those conditions when the secondary school is undergoing significant changes, both organizationally and in terms of content.

Justifying the choice of the research topic, it should be noted that the analysis of the essence of the development of the cognitive activity of students allows a new look at the content and organizational aspects of the activity of a foreign language teacher in the context of updating the content of education, especially in the direction of social development. In this regard, the problem of creating interaction in a foreign language in the classroom is so complex and multifaceted that the teacher has to use various psychological, linguistic, regional-social means in order to come to the development of the cognitive activity of students.

In the methodological literature, the components are also designated by the sides of the lesson, where the goal of the lesson occupies a dominant position, which determines all the other components. It should be noted that all the components of the lesson are among themselves in the relationships of interdependence and interpenetration and interaction.

Before moving on to the development of cognitive activity in the framework of the lesson, it is necessary to briefly consider the characteristics of the main components of the lesson, since the learning process taking place in the lesson leads to the development of students.

1. The purpose of a modern lesson, as a leading side, has its own components: training, development and education.

Full-fledged training always has a developing and educating character, and development and education are organically included in the learning process.

This interdependence can be expressed in the following formulation: "Teaching, educate and develop, and educate and develop, teach", as one of the requirements for the target side of a modern lesson (second requirement).

The first requirement for a modern lesson, as noted above, is that all other aspects of the lesson must correspond to its target side. According to Vygotsky, education should lead development, and not lag behind it. For this, it is necessary that teaching, on the one hand, should be based on the current level of development of students (i.e. where students solve educational problems on their own without the help of a teacher), and on the other hand, it should be carried out in the zone of proximal development of each student (i.e. a new task for the student, so that it is feasible for independent solution).

The teacher, defining a feasible task for the student, in the zone of his immediate development, makes him rise to a higher level of actual development. Thus, the essence of the learning process is to change the levels of the student's actual development, has a consequence determined by the new quality of his psyche, which allows him to complicate them at the next stage of learning. In the learning process, the student examines the same object of cognition each time from the position of a new level of difficulty, from different heights of cognitive capabilities, assimilates this object more fully, deeper in the system of new relationships and connections.

Hence follows the third requirement for the target side of the modern lesson. Specifically, this is the need to carry out training in the zone of proximal development of the student. In other words, teach students at an accessible high level of difficulty.

Therefore, the problem under consideration in the current conditions, according to its purpose, becomes not only relevant, but also of theoretical and practical significance. Purpose of the research: identification of rational ways and development of expedient methods for the development of cognitive activity of students at the middle stage of teaching them the English language. In accordance with the purpose of the study, it was necessary to solve the following tasks:

1. to theoretically substantiate the possibilities of developing the cognitive activity of students in the process of teaching a foreign language as a solvable problem;
2. to practically check the developed methodological recommendations for organizing the cognitive activity of students at the middle stage of education in order to activate.

In the implementation of the intended goal and solution of the tasks, the following research methods were used:

- the method of observing the educational process in schools, studying the work of school teachers, summarizing their personal observations and experience of teachers of foreign languages during two teaching practices;

- the method of a search experiment in order to identify and determine rational ways of developing the cognitive activity of students;

- methods of synthesis and analysis of the data obtained in the process of research.

Study of collections, textbooks, manuals and other sources, linguistic and scientific-methodical literature, reflecting the experience of researchers, teachers and other employees of educational institutions in the field of learning foreign languages.

The stated goals and objectives determined the direction of research of the problem and the structure of the thesis, consisting of an introduction, two chapters, a conclusion and a list of used literature.

Each period in the development of a student's personality is a qualitatively unique stage in the formation of an individual. This peculiarity was emphasized by the Russian psychologist L.S. Vygotsky, when he compared the development of a child with the transformation of a caterpillar into a pupa, and a pupa into a butterfly.

The effectiveness of teaching a foreign language at school, in this regard, depends to a greater extent on how the methods and techniques used by the teacher are focused on the age characteristics of students.

However, the age-related development of a child cannot be represented as a gradual increase in his abilities. A foreign language teacher needs to know the strengths and weaknesses of each age among his students, and most importantly, setting feasible tasks for the student, fully use all the potential opportunities of this period of development in him.

In psychology, three features are defined, which consist in the concept of ability.

1. Abilities are understood as individual psychological characteristics that distinguish one person from another. Naturally, no one will be able to talk about abilities where we are talking about properties in relation to which all people are equal.

2. Abilities are not called any generally individual characteristics, but only those that are related to the performance of any activity or many activities.

3. The concept of ability is not limited to those knowledge, skills and abilities that have already been developed by a given person.

According to the first sign, abilities are one of the objects that guide teachers in an individual approach to students: students with qualities that ensure the ease and speed of acquiring knowledge and developing skills and abilities need these differences to be noticed, realized by the teacher and become for him a guide to action.

The second sign of ability testifies to the importance of these qualities for the student's progressive movement in educational activities. The process of development of cognitive activity occurs not only with the help of mental determinants, it is also influenced by such factors as will and learning motivation. Goals, personality attitudes, emotions, and personal learning needs are also strong catalysts for this process.

It should be borne in mind that the zones of proximal development are different for different students of the same class. One student is able to complete the proposed task, and the other moment to solve it after a certain period of time (i.e., after two, three months, and maybe more). Therefore, the fourth requirement for the target side of the lesson is to take into account the individual capabilities of students. Within the framework of the lesson, the goal is determined and the task is set, the accounting of which is the fifth requirement of the target side of the modern lesson.

Let's take a closer look at this. The goal is the ideally planned result of the activity.

Lesson objectives are specific educational actions, through the implementation of which students move towards the goal and a real final result is achieved.

Each student should be in a state of constant readiness for speech response. This state is usually facilitated by frontal work, performed without a specific sequence of calling students. The required speech reactions of one kind must alternate without a definite sequence with speech reactions of another kind.

The verbal reaction from time to time should alternate with non-verbal reactions, for example, following the teacher's commands:

Translate the next sentence into Russian; He is sitting at the table.

- and what am I doing now?

- you are sitting at the desk.

- non come up to be door ... well.

What is Petrov doing now?

She is going to the door... и т.д.

It should be noted that the predominance of frontal work in the classroom leads to the assigned activation of students, where each student has time to speak English.

To ensure the multiplicity of speech reactions, which determines the development of activity, the following forms of work in the classroom exist and can be recommended.

It should be noted here that the above set of conditional speech exercises fully reflect the structure of samples designed for the development of cognitive activity when students master English.

Each of the given 4 types of conditional speech exercises could be expanded, continued on the lexical material of the middle stage, but for the presentation of a methodological approach to their compilation, the given limits of exercises seem to be sufficient when it comes to the development of cognitive activity of students of the middle stage of education, it is necessary to remember about the impact and intervention of a working teacher not only in the details of the lesson frontal work, but also in other types of pedagogical activity that need activation and which develop the cognitive activity of students.

Thus, the development of foreign language abilities in the learning process not only contributes to the simple assimilation of educational foreign language material presented in the classroom, but is also considered as the basis of cognitive activity in mastering foreign language speech skills.

1. The most important condition for enhancing the cognitive and speech activity of schoolchildren is the setting of communicative tasks for them, the methods of which they do not know in advance.

2. Communication tasks for students must have the initial knowledge and skills in order to search for the results of the assignment and the way to complete it, overcoming certain difficulties.

3. The main indicator of a student's entry into a new period of age-related development is the change in the activity in the course of which his mental development is carried out, mental neoplasms appear.

4. The learning activity of students at the middle stage in teaching a foreign language can be represented as a period of solving perceptual-mental and formal-grammatical problems.

5. The attitude towards independent thinking leads students to a qualitatively new level of development of students' cognitive activity.

6. Developing is such training in the process of mastering a foreign language, which also presupposes the all-round development of thinking, memory of the imagination and other cognitive mental processes of harmonious development.

These types of work of the pedagogical process in teaching a foreign language include the organization of independent work of students, its activation, various aspects of the student's independent activity, his self-organization, self-government, self-control and the teacher's direct influence on all types of this activity.

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PAST O'ZLASHTIRUVCHI O'QUVCHILARGA HIKOYA ORQALI INNOVATSION YO'L BILAN GRAMMATIKANI O'QITISH

Yunusova Sojida

O'zbekiston Respublikasi Ichki Ishlar Vazirligi Jizzax akademik litseyi

***Annotatsiya:** Ikkinchi til sinflariga grammatikani o'rgatish xalq orasida zerikarli va sust ekanligi ma'lum bo'lgan, chunki o'quvchilar qoidalarni eslab qolishlari va strukturalar ustida mashq bajarishlari shart. Bu til o'qituvchilarining sinfga yo'l ochish uchun turli xil strategiya va usullarni sinab ko'rishiga sabab bo'ladi. Ushbu tadqiqotda hikoya qilish texnikasidan foydalanish ta'limga yangi hissa qo'shishi mumkinligini tekshirish uchun tajriba o'tkazildi. Maqsad ushbu texnikaning maqbulligini va bunga sabab bo'lgan omillarni aniqlashdir.*

***Kalit so'zlar:** grammatikani, hikoyalarni bayon qilishni, past darajadagi o'quvchilarni o'qitish*

Umuman olganda o'qituvchilar tushunchalar va tamoyillarni o'quvchilariga tushunib yetishi uchun uni tarqatishda turli usul va strategiyalarni, shuningdek metodlarni qo'llashadi. Hikoyalarning taniqli faoliyat yoki hodisani ba'zi yangi notanish konsepsiyalar bilan bog'lash uchun o'xshashligi sifatida mashhurli, bilish uchun ishlov berish va tushunarsiz tushunadigan tabiiy narsa sifatida qabul qilish uchun haqiqatan ham odatiy hodisa. Buning sababi shundaki, hikoyalar tanish narsalar yoki vaziyatlarni tasavvurga keltirishi mumkin va shuning uchun notanish hududdagi vahima elementi asta-sekin yo'q bo'lib ketadi. Yaxshi hikoyalar odamning tasavvurini jalb qilishga va e'tiborini jalb qilishga qodir. Bunday hikoyalar osongina eng ko'p sotiladigan bo'lishi mumkin. Biroq, har kim ham fikrni yetkaza oladigan hikoyalarni ixtiro qilish uchun ijodkorlik qobiliyatiga ega emas.

Asosiy grammatik tuzilmalarni tushuntirish qobiliyatiga ega bo'lgan hikoyani ixtiro qilish haqiqatan ham o'qituvchilarga nafaqat sinf uchun qiziqarli jihatlarni, balki eng muhimi grammatikaga oid qoidalarni yanada innovatsion va qabul qiluvchi tarzda tushuntirish va tushuntirish yo'lini ta'minlashga yordam beradi. Ushbu texnikadan foydalangan holda o'qitiladigan grammatika o'quvchilarga bevosita grammatik tuzilmalarni o'rganishdan qo'rqishlariga yordam berishi mumkin. Umuman olganda, o'quvchilar grammatik qoidalarni o'rganish sust va takrorlanadigan deb qarashgan. Tabiiyki, qoidalarni rasmiy ravishda o'rganmasdan o'zlashtiradigan ona tilida so'zlashuvchilardan farqli o'laroq, ikkinchi tilni o'rganuvchilar grammatik tuzilmalar nima uchun ma'lum bir shakllarda shakllanganligini bilmasalar, o'zlarini kamroq ishonishadi. Shuning uchun til o'qituvchilari uchun qoidalarni o'rganishni ta'minlash zerikarli vazifaga aylandi.

O'quvchilar mashqlarni mashq qilish orqali qoidalarni yodlashlari ma'lum bo'lgan. Biroq, har bir asosiy grammatik komponentni aniq tarzda tushuntirishga mo'ljallangan hikoyalar, aslida o'quvchilarning qalbi va ongini o'rganish uchun eshiklarni ochishi mumkin.

Ikkinchi tilni o'rganuvchilar tomonidan fe'ning zamonlarini egallashga bag'ishlangan tadqiqotda o'xshashliklardan foydalanish ijobiy reaksiyalarni keltirib chiqarishi aniqlandi (Soo & Nor Haniza, 2014). Tilni bilishning past darajadagi o'rta darajasida, o'quvchilar odatda grammatik tuzilmalar bilan bog'liq qiyinchiliklarga duch kelishadi va ularning grammatika qoidalarining asosiy asoslari o'rtacha va kuchsizdir. Shuning uchun til o'qituvchilari samarali o'rganishni ta'minlash yo'llarini topishlari kerak.

Muammo

Ikkinchi til xonalarida grammatikani o'qitish ko'plab grammatika xonalarida takrorlanadigan va samarasiz ekanligi aniqlandi. Til o'qituvchilari grammatika qoidalarini o'rganishni unchalik qo'rqinchli qilmaslik uchun turli usullar, strategiya va metodlarni sinab ko'rishmoqda. Bitta uslub - bu hikoya aytib berish orqali grammatik qoidalarni joriy etish. Ushbu tadqiqot uchun ixtiro qilingan hikoya ingliz tilidagi nutq qismlarini tushunishga mos ravishda yangi va innovatsion tarzda ishlab chiqilgan.

Maqsad

Ushbu tadqiqot asosiy o'rta grammatik qoidalar va tuzilmalarni past darajadagi o'rta o'quvchilarga o'rgatish uchun hikoya qilish texnikasini qo'llash samaradorligini o'rganishga qaratilgan. Agar ushbu texnikaning ijobiy natijalar berishini isbotlash mumkin bo'lsa, tadqiqot shuningdek qo'llanilgan texnikaning samaradorligiga hissa qo'shishi mumkin bo'lgan omillarni aniqlashga qaratilgan. Shunday qilib, ushbu tadqiqot quyidagi tadqiqot savollarini ko'rib chiqadi:

1. Past darajadagi o'quvchilarga tilni bilishni o'rgatishda hikoya qilish texnikasidan foydalanish samaralimi?

2. Agar shunday bo'lsa, uning samaradorligini ta'minlovchi omillar qanday?

Hikoyalar - bu qiyin tuzilmalarni tushuntirishda tez-tez ishlatiladigan an'anaviy uslub. Aslida, bu odatda fizika kabi fanlarni tushuntirishda qo'llaniladi (Podolefskiy va Finkelshteyn, 2006; Harrison va Treagust, 1993). Analogiya shaklida hikoya qilish ko'plab o'quv mashg'ulotlarida, xususan, o'qituvchi va o'quvchining umumiy atributlari bilan bog'liq bo'lgan fanlarda belgilab qo'yilgan. Hikoyani hikoya qilish yoki taqqoslash samarali bo'lishi uchun o'qituvchi ham, o'quvchi ham bir xil umumiy bilimga ega bo'lishi juda muhimdir (Harrison va Treagust, 1993). Shunga o'xshash xususiyatlarga ega bo'lgan ikkita rudimentni taqqoslab, yaxshiroq tushunarli o'rganish amalga oshishi mumkinligi kuzatildi (Gentner va Nami, 2006). Hikoyalar o'quvchilarga odatdagi sinf o'qitish va o'qitishdan farq qiluvchi elementni taqdim etadi, shuning uchun tilni o'rganish unchalik rasmiy bo'lmagan va to'g'ridan-to'g'ri, ammo mazmunliroq bo'ladi (Harrasi, 2012).

Jensen (2006) so'zma-so'z bo'lmagan nazariyani o'rganishda til, idrok, bilim va ma'no o'rtasida kuchli bog'liqlik mavjud, shunda til haqiqiy dunyoni anglash uchun ko'prik bo'ladi. Til so'zma-so'z qabul qilinmaydi va ijtimoiy jarayonlar orqali ma'no kelib chiqadi. Masalan, Hayot - bu shokolad qutisi. To'liq ma'noda, hayot shokolad qutisi emas. Semantik darajada mavzu shokolad qutisini to'ldiradi, mavzuni hayotini o'zgartiradi va is fe'llari bilan bog'laydi. Gaplar darajasida hech qanday grammatik qoidalar buzilmagan. Shunday qilib, hayot shokolad qutisiga teng ekanligi mantiqan. Ammo metafora bilan ma'no bunday jumlar birikmasi darajalaridan kelib chiqmaydi. Buning o'rniga, so'zma-so'z aloqalar orqali til ma'nosini aniqlashda almashtirish qoidalari qo'llaniladi.

Bartha (2013) tushunchani yoki nazariyani yaxshiroq tushunishni ta'minlash uchun tushunishdagi qiyinchiliklarni analogik fikrlash yordamida minimallashtirish mumkinligini aniqladi. Bunday mulohazalar yordamida o'quvchilar xulosani chiqarish uchun ikkita qo'llab-

quvvatlovchi tizimni bog'lashlari mumkin. O'tmishdagi tadqiqotlar shuni ko'rsatdiki, hikoya grammatikasi odatda grammatik shakllar va funktsiyalarni ishlatilgan fe'llar soni va funktsiyalarini o'qish orqali ajratish va nutqning turli qismlarini tanishtirish usuli sifatida ishlatilgan. o'qitish malakasi (Amer, 1992). Ammo shunga o'xshash fikrlardan foydalanib, uydurma hikoya bilan taqqoslash orqali tilni o'rgatish uchun hali o'rganilmagan.

Bir tajriba guruhida so'rov o'tkazildi. Topilmalar shuni ko'rsatadiki, aksariyat sub'ektlar dars innovatsion va qiziqarli o'tdi (80%). Ular hikoyaning mazmunini juda yaxshi ko'rdilar va uning stressli yoki sust emasligini izohladilar (85%). Ular nutq qismlari bilan bog'liq bo'lgan printsiplarni yaxshiroq tushunishlari va turli xil nutq qismlari nuqtai nazaridan o'rganayotgan narsalarini chuqurroq anglashlari mumkinligini his qildilar, garchi bu atigi 2 soatlik dars bo'lsa ham (75%). Ular allaqachon nutqning turli qismlari haqida bir oz ma'lumotlarga ega edilar va bu ular uchun yaxshi malaka oshirish kursi deb bildilar (70%). Shuningdek, ularga nutqning turli qismlarini tashkil etgan turli xil oila a'zolari tomonidan ijro etilgan turli xil belgilar yoqdi (80%).

Xulosa

Umuman olganda, natijalar ijobiy bo'ldi va taqdim etilgan sub'ektlar test sinovlarida yuqorida ko'rsatilganidek yaxshilanganligini ko'rsatdilar. Bu tilni bilish sinflarida hikoya qilish texnikasidan foydalanish katta imkoniyatlarga ega ekanligidan dalolat beradi. Bunga qo'shimcha ravishda, ba'zi bir omillar asl hikoyaning "yangi" elementi, o'quvchilar oldindan olgan bilimlari, rang-barang rasmlari va tushunarli so'z boyligi hamda o'xshashligi bilan oddiy hikoya chizig'i.

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THE ROLE AND SIGNIFICANCE OF ARTISTIC READING IN TEACHING LITERATURE

Botirova Shakhlo Isamiddinovna
Associate Professor of the Department of
"Uzbek language and Literature" of the
Chirchik State Pedagogical Institute
Tashkent region, Doctor of Philology (PhD)

***Abstract:** The article analyzes the role and significance of artistic reading in teaching literature. The possibilities of artistic reading, emotional, aesthetic, moral, linguistic, informational, spiritual, and social impact are classified. Various aspects of the concepts of literary education and literature teaching are shown.*

***Keywords:** literary education, teaching literature, artistic reading, opportunities for artistic reading, necessary development, high level of development.*

Literary studies is one of the most controversial social sciences on a wide range of scientific, scientific-methodological, educational and pedagogical issues due to the diversity of works of art in the methodological, genre, ideological-thematic and literary genres. The purpose of literature lessons should be to teach students to read a work of art, to develop the skills of understanding, feeling, interpretation and analysis. Understanding the art of artistic expression is a process that takes place depending on the individual mental characteristics of each person. In this process, the expected result can be achieved only if there is a certain degree of consistency between the worldview of the writer and the reader. In this sense, participants of literary lessons should have the ability to think freely, form their own independent position on events in society, have certain ideas related to ethnography, traditions and values, history, and the mentality of a nation in which a work of art is unique. Literature teachers should teach students to think creatively and outside the box in the process of analyzing a work of art, and to meet and encourage with great enthusiasm any attitude of students who think the same way (even if it is wrong). These aspects show that literature is a science with a complex and unique method of teaching, and improving its methodology is one of the most important pedagogical problems of each period.

In connection with education, one of the main issues of our pedagogy is the development of the intellectual level, the cognitive abilities of students, the attitude to study, work and to a new level. Experts analyze the developmental nature of education at two levels: a) necessary development; b) high level of development. One of them is the level of preparation of the student for the same lesson, and the other is the level that the student must rise during the same lesson. A high level of development is the degree to which a person can perform the work performed with the help of a second person or tool. Raising students to the second level through the lesson is necessary in order to meet the teacher's intended purpose of the lesson. During the transition to the second level, it is necessary to complete new knowledge and tasks that correspond to the student's ability to achieve them. These tasks must be in the student's development zone (meet their goals and objectives), otherwise the expected result cannot be achieved. Everything that falls into the zone of rapid development will move to the necessary level of development in the educational process.

In our pedagogy, "literary education" and "literary education" are used as alternative concepts. In our opinion, these two concepts are different. The concept of "literary education"

is a concept that is directly related to the subject of literature and its periodic, theoretical, and practical sections. "Literary education" includes literary education and related literary lessons: family and pre-school education through fiction, as well as reading lessons in primary school. Thus, "literary education" is a broader concept than "literary education". Literary education is a science, and literary education goes beyond the concept of science. Literary education in the family is a process in which parents recite, read and discuss specific examples of folklore or children's written literature, such as Allah, fairy tales, legends, riddles, parables and proverbs, taking into account the age of the child. it will be correct. Literary education in the family does not have an official status and depends on the level, abilities and responsibility of the parents in relation to the upbringing of the child. There is no choice of tutor in this position. However, sometimes parents can hire a teacher with pedagogical knowledge for their children. Therefore, since family literary education is left to hired tutors, it is now more correct to call it family preschool education. Thus, it is important to conclude that literary education begins earlier than literary education, and that the child receives a literary education from birth.

Literary education in pre-school education is relatively formal and ongoing. Literary education is based on certain methods and requirements of this period.

The main goal of all disciplines is the formation, development and improvement of students ' knowledge in a particular field. The system of scientific knowledge should ultimately focus on the development of the students ' worldview and consciousness, the spiritual world and human qualities. This is one of the constant requirements for science. From this point of view, no other science can approach the literature on this topic. Because literature, by its content and purpose, serves to improve the above-mentioned qualities of a person. Therefore, the mission of the methodology of teaching literature to society has its own indisputable foundations.

As a scientific and pedagogical problem, the methodology of teaching literature allows you to master and explore any problem that serves the development of society, its self-consciousness, the humanization of the laws and principles introduced, strategic goals and objectives. These studies should be based on the laws and principles of art.

Literature teaching methodology is a discipline that teaches ways to study fiction. Indeed, not all of them can be treated equally in the study of fiction. This requires a special approach, depending on the literary type and genre, periodical, ideological, formal and content types of the work of art. When studying one work, the use of dictionaries is effective, in another-a wide range of comments and explanations, in another - a comparison with the social problems of the period or a wider use of theoretical information. In this regard, the literature teacher uses the methods of theoretical, comparative, biographical, aesthetic, and didactic analysis in the classroom, based on the specifics of the work of art. This, of course, shows the importance of the methodology of teaching literature as a science, one of the main disciplines in the formation of professional competencies of future teachers of literature.

The scientific and theoretical problems of the methodology of teaching literature are as follows.

- Periodization of the history of literature;
- definition of traditions and principles of literature development;
- Theory of literature and the literary process;
- linguopoetics of a work of art;
- creating creative portraits of poets and writers;

- Analysis of works of art;
- Formation of students ' culture of artistic reading;
- determine the correct attitude of students to the work of art;
- Methods of analyzing works of art;

The pedagogical problems of the methodology of teaching literature are as follows.

- organization of literature lessons;
- organization of extracurricular and independent work on literature;
- traditional and modern methods of teaching literature;
- innovative approaches to learning;
- Methods and techniques, methods and technologies for improving the effectiveness of training;
- Improvement of basic and auxiliary teaching tools, didactic support;
- Development of professional competencies of future teachers of literature.

Researcher M.Musurmonkulova comments on the lesson and its components: "Lessons are the basis of formal education. The course, in turn, is a single whole and consists of the following parts: training; trainee; training programs and textbooks, teaching aids and didactic materials; pedagogical methods and techniques, technical training tools." From this point of view, the set of scientific and pedagogical problems of the methodology of teaching literature, their research and practical implementation should be aimed at improving the effectiveness of literature lessons. Lessons are a creative process. It is wrong to approach it according to certain patterns. In the classroom, the teacher is allowed to use any methods, tools and technologies that serve to improve the effectiveness of the lesson. Of course, it is advisable to implement these national and universal values without deviating from the norms of morality.

Since the goal of a literature teacher is to show students the miraculous power of fiction and its aesthetic impact, the subject of literature teaching should be focused on the formation of future teachers ' competencies that embody the same qualities. Literature lessons cannot be considered effective without "aesthetic saturation". To do this, the teacher himself must have independent skills, a clear vision and his own position on the role of fiction in human development. Starting with the idea of the role of fiction in human development, it is necessary to classify the possibilities of the influence of reading fiction on a person.

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ЧЕТ ТИЛЛАРИНИ ИНТЕНСИВ ЎҚИТИШДА КОММУНИКАТИВ КОМПЕТЕНЦИЯНИ ШАКЛЛАНТИРИШДА ИНТЕРФАОЛ МЕТОДЛАРИНИНГ ЎРНИ ВА АҲАМИЯТИ

Орипова М.

Тошкент давлат педагогика университети

Аннотация: Ушбу мақола чет тилларини тил марказларида интенсив ўқитишда коммуникатив компетенцияни шакллантиришда интерфаол ўқитиш методларидан фойдаланиш ва чет тилларини ўрганишда олимларнинг фикрлари ва уларнинг самарадорлиги ҳақидадир.

Калит сўзлар: интерфаол методлар, коммуникатив ёндошув, метод, компетенция.

Сўнгги ўн йилликда глобллашув жараёнининг турли маданият вакиллари ўртасидаги алоқа жараёнлари самарадорлигини оширишга таъсири тобора сезиларли ўсиб бормокда, бу инсоният ҳаётининг ҳилма-ҳил томонлари – уларнинг дунёқарашлари бирлашишида яъни дунёқараш, сиёсат, иқтисодиёт, ижтимоий ҳаёт фан ва таълим соҳаларида намоён бўлади.

Бугунги кунда чет тилларини ўқитиш методикасининг асосий вазифаларидан бири тил ўрганувчиларда коммуникатив ёндошувни шакллантиришдан иборат бўлиб, қайсики бу ҳақиқий мулоқотни ўзига хос хусусиятларини ҳисобга олган ҳолда чет тилларини интенсив ўқитишни назарда тутди ва ўқитишнинг асоси бағрикенглик, маданиятлараро ҳурмат ва ҳамдўстликка асосланган ҳақиқий мулоқот модели ҳисобланади.

Умумевропа Кенгашининг CEFR ҳужжатида чет тилларини ўрганиш жараёнида ҳар томонлама баркамол шахсни тарбиялаш ва унда ижтимоий ҳаётда зарур бўлган компетенцияни шакллантиришга алоҳида эътибор бериш кераклиги ўқитрилган.

Л.Ахмедованинг фикрига кўра компетенция - бу мулоқот иштирокчисининг ўз томонидан қўйилган аниқ мотив ва мақсадлар билан асосланган турли хил ҳаракатларни амалга оширишга имкон берадиган билим, кўникма ва шахсий фазилатлар йиғиндиси.^[1]

Н.Хомскийнинг концепциясини Д.Хаймз таҳлил қилиб, ривожлантирди, унинг фикрига кўра, «лингвистик назария компетенция тушунчасини грамматик билим доирасидан ташқаригача кенгайтириши лозим». Унинг талқинида коммуникатив компетенция – *бу гапирувчининг тилдан фойдаланишга оид билим ва кўникмалари жамланмасидир.*^[4; 269-б.]

Хаймзнинг таъкидлашича, коммуникатив компетенция – бу шундай воситаки, унинг ёрдамида ҳар қандай тил ўрганувчи атрофда шаклландиган мулоқот вазиятларини қабул қилади, таснифлайди ва шунга мувофиқ нимани ва қандай айтишни белгилайди. ^[4; 293-б.]

Чет тилларини интенсив ўқитишда коммуникатив компетенцияни шакллантириш чет тилларини ўқитишнинг бир қанча методлари мавжуд, булардан бири интерфаол метод бўлиб, бу тил ўрганувчиларнинг чет тилини самарали ўрганишда муҳимдир.

Ҳозирги кунда барча таълим муассасаларида ўқитиш жараёнида интерфаол усуллардан фойдаланишга эришилмоқда. Бу эса интерфаол таълим асосида ташкил этилаётган педагогик жараёнларни мазмун-моҳиятини тўлиқ тушуниб етишга ва уларни самарали, қизиқарли, сифатли бўлишини таъминлашга кўмаклашади. Интерфаол методлар – шундай методларки, у ўқувчи-ёшларнинг ўзаро мулоқот ва ўзаро таъсиридаги дарс жараёнини амалга оширувчи усул. “Интерактив” сўзи инглиз сўздан олинган бўлиб “Interakt”, яъни “Inter” - бу “ ўзаро”, “akt” - “ҳаракат, таъсир, фаоллик” маъноларини билдиради. ^[2; 12-б.]

Интерфаол ўқитиш методларининг мақсадларидан бири қулай ўқув муҳитини яратишдан иборат бўлиб, бунда тил ўрганувчи ўзини муваффақиятли, интеллектуал компетентлигини ҳис қилади, бу эса ўқув жараёнини унумли қилади .

Ўқувчилар ҳамкорликда ишлашда мавзу мазмунини билиш, ўзлаштиришда ўзларининг шахсий ҳиссасини қўшиш имкониятига эга бўладилар. Ўзаро билимлар, ғоялар, фикрларни алмашиш жараёни содир бўлади. Бундай ҳолатлар ўзаро самимийликни таминлайди, янги билимлар олиш, ўзлаштиришга ҳавас ортади, шу жараёнда бир-бирларини қўллаб-қувватлаш, ўзаро дўстона муносабатлар вужудга келади.

Буларнинг барчаси таълим жараёнини фарқлаш ва индивидуаллаштириш ҳамда ўқувчиларнинг турли иш шаклларида: индивидуал, жуфт, гуруҳ, жамоавий иш шаклларида фойдаланишни таъминлашни зарур қилиб қўяди, ўқувчиларнинг фаоллигини, мустақиллиги ва ижодкорлигини тўлиқ рағбатлантиради. Бу иш шакллари

ўқувчиларга бир кичик гуруҳларда фикр алмашиш, қўллаб-қувватлаш ва бошқаларга жавоб бериш туйғусини шакллантиради.

Албатта, чет тили ўқитишнинг интерфаол усулларида фойдаланиш ўқувчиларга чет тилларни ўргатиш жараёнида коммуникатив компетентликни шакллантиришнинг энг муҳим воситаларидан бири бўлиб хизмат қилади.

Ҳозирги кунда куйидаги интерфаол усулнинг шакл, формалари амалда қўлланилмоқда. Интерфаол усулларнинг шакллари:

- Жуфтликда ишлаш;
- Карусель;
- Кичик гуруҳларда ишлаш;
 - Аквариум;
- Туганланмаган гаплар;
- Ақлий ҳужум;
- Браун ҳаракати;
- Дарахт ечими;
- Ўз номидан сўзлайман;
- Фукарлар эшитуви;
 - Ролли ўйинлар;
 - Мунозара;
 - Дебатлар.

Интерфаол ўқитишда ўқитиш муҳити ташкил этилади, қулай муҳит яратилади, яхши ташкил этилган ўқитиш муҳити: - ўқиш ва тадқиқотларга қўмаклашади; - турли тадқиқотлар олиб бориш учун материалларга эга бўлади; - ижодкорлик қобилиятига рағбат беради; - фикрлар ва ахборотлар алмашувига имкон яратади; - маълумотларни мустақил олиш кўникмаларини шакллантиради; - узлуксиз таълим олиш кўникмаларини ривожлантиради.

Агар ўқувчилар тўғри йўналишга ўтиб, вазифани ҳал қилишда муваффақият қозонсалар, улар нафақат ўзаро ҳамкорлик учун масъулият, балки ҳар қандай инсон фаолиятининг бошланғич механизми: у ишми, алоқа ёки билими.

Л.С. Вйгоцкийнинг фикрича талабалар гуруҳда ишлаш орқали янги материални қандай қабул қилиш ва қайта ишлаш осонроқ эканлиги ҳақидаги ғояларига, улар ўзларини қулайроқ ҳис қилишганда ва ишда фаол иштирок этишга тайёрдирлар деб таъкидлайди.

Таълимнинг бошқа шакллари билан биргаликда чет тилини ўргатишда ўқув фаолиятининг бу шакллари самаралидир: ўқувчиларнинг мулоқот кўникмалари такомиллашади, уларнинг сўз бойлиги кенгаяди, мулоқот вақти ва мустақил ишларнинг улуши ортади.

Ўқитишнинг интерфаол методларига: ўйин, мунозара, ижодий, дизайн киради.

Ўйин методи - машғулотнинг асосий мазмунига мос равишда қўлланилади, ўқитувчига ўқув жараёнини фаоллаштириш, ўқувчиларга эса –керакли билим ва кўникмаларни ўрганиш ва реал ҳаётга яқин вазиятда фойдаланишга ёрдам беради. Мунозара ўқитиш- усуллари (дебатлар, суҳбат, вазиятни таҳлил қилиш, давра суҳбати, маъруза-мулоқот, баҳс-мунозара, ток-шоу) ҳамкор мулоқотнинг ривожланишига ва жуфт ва гуруҳларда ишлаш қобилиятига ҳисса қўшади, танқидий фикрлаш, толерантлик ва суҳбатдошларнинг бир-бирига ҳурмат билан муносабати ва муқобил нуқтаи назарларга ҳисса қўшади.

Ижодий ўқитиш-усуллари (мия бўрони, ижтимоий аҳамиятга эга бўлган мавзуда гапириш) янги, субъектив ва объектив жиҳатдан қимматли бўлган ижодий маҳсулотларни яратишга қаратилган.

Бу ўқитиш усуллари ақлий, лисоний, хулқ-атвор кўникмаларини ривожлантиришга, ўрганилаётган материални идрок этиш, уни қайта ишлаш ва ўзлаштиришнинг мотивацияси ва эмоционаллик даражасини оширишга эътибор беради.

Лойиҳалаш методи - (тадқиқот лойиҳалари, тақдимотларни ҳимоя қилиш)

- муаммоли муаммони ҳал қилиш учун мустақил изланиш ва билиш фаолияти орқали чет тили дарсларида ўқувчиларнинг коммуникатив компетентлигини шакллантириш жараёнини ўз ичига олувчи метод бўлиб, у табиатда назарий ва амалий бўлиши мумкин.

Лойиҳалаш методи ўқувчиларнинг энг юқори даражадаги муаммоли ва когнитив мустақиллигига эга бўлиб, коммуникатив компетентликни шакллантириш ва ижодий фаолиятни ривожлантиришнинг самарали воситасидир.

В.Г.Рйндак ва А.В.Москвина таъкидланганидек, шахснинг самарадорлиги унинг ижодий салоҳиятига эҳтиёжни, тайёрлигини ва ижодий ўз-ўзини англаш ва ўз-ўзини ривожлантириш имконияти; инсоннинг меҳнатга бўлган муносабатини белгилайди; атрофдаги дунёда ва ўзида янги яратиш қобилиятини кўрсатади; самарали ҳамкорлик ва самарадорликни таъминлайди.

Бугунги кунда чет тилларини ўқитиш методикасининг энг муҳим вазифаларидан бири ўқувчиларнинг коммуникатив компетентлигини шакллантириш бўлиб, у ҳақиқий мулоқот хусусиятларини ҳисобга олган ҳолда чет тилини ўргатишни ўз ичига олади ва ўқитиш толерантлик, маданиятларнинг ўзаро ҳурмати ва жамиятга асосланган реал мулоқот моделига асосланади.

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THE ROLE OF PROVERBS IN TEACHING ENGLISH

**Таджиева Мастура Файзуллаевна
Termez state university, Termez**

***Abstract:** This paper deals with using proverbs in teaching and learning English and how teachers can make use of proverbs to teach language materials and to keep the students interested in learning English. Basically, proverbs reflect human experience across cultures*

and languages, which contain folk wisdom tested throughout the time. Introducing a foreign culture and values can be carried out through the use of proverbs. Teachers can use different vocabulary activities through proverbs in teaching process.

Keywords: proverbs, vocabulary activity, English teaching

According to the paremiologist Wolfgang Mieder, proverbs have been used and should be used in teaching as didactic tools because of their content of educational wisdom. When it comes to foreign language learning, proverbs play a role in the teaching as a part of cultural and metaphorical learning. Linguists also claim that the use of proverbs in the teaching of English as a foreign language is important for the learners' ability to communicate effectively.

Writers and poets use proverbs in their works, which gives them impressive power. If we carefully study the works of Yusuf Khos Khojib, Ahmad Yassawi, Lutfi, Alisher Navoi, Bobur, Nodira, Furkat, Chulpan, Abdullah Kodiriy, Gafur Gulam and many others, we can feel the attractiveness of the proverbs. Proverbs are often used in fiction, poetry, poems, stories, and novels.

Pronunciation, grammar and vocabulary are essential elements in communication. Teaching these language materials, we can use proverbs effectively. A proverb is usually recognized by the fixed, often short form and contains frequently used vocabulary, and therefore is quite easy to memorize.

In teaching pronunciation a teacher can use proverbs bearing the some vowels or consonants which are difficult for the learners. Drilling exercises with proverbs will help learners practise vowels and consonants. For example: Vowels *A friend in need is a friend indeed. New lords, new laws. Haste makes waste.* Consonants **Practice makes perfect. Something is better than nothing. Never trouble trouble till trouble troubles you.**

In teaching grammar a teacher can use certain proverbs to introduce a grammar material. For example, a teacher who wants to teach degrees of adjectives can use proverbs such as: *A bird in hand is worth two in the bush. Actions speak louder than words. Better late than never.* In teaching positive and negative imperative sentences, a teacher may use the following proverbs. For instance: *Make hay while the sun shines. Never trouble trouble till trouble troubles you. Don't count your chickens before they're hatched. Don't cry over spilt milk.* In teaching article, **a, an, or the**, a teacher can show the use of articles used in proverbs and may ask the students to memorize the proverbs to internalize the pattern. *An apple a day keeps the doctor away. A bird in the hand is worth two in the bush;* If sentences (Conditional sentences): *If wishes were horses, beggars would ride. If you can't beat them, join them.* There is/are construction: *There are more ways than one to skin a cat. There is no time like the present.*

As teaching aids, English proverbs are expected to improve learners' vocabulary learning. When we look back on our lives, it's often the things we enjoyed doing most that come to mind first. It is important to motivate our students by making vocabulary learning and new word acquisition, fun and enjoyable. Teaching vocabulary through using proverbs can be an effective technique. As proverbs are the sentences which contain vocabulary with meaning, form and function, they are considered one of the most effective materials to teach vocabulary. When the teaching and learning process takes place, teachers may have problems of how to teach students in order to gain satisfying results. The teacher should find out the appropriate techniques to implement in classes. A good teacher can prepare various and up-to-date techniques. Teachers need to be able to find the materials and make them interested and happy in the teaching and learning process in the classroom.

Here are some techniques of teaching vocabulary through proverbs. We took some commonly used proverbs as an example to implement in these techniques.

1. CLASSIFYING: *An apple a day keeps the doctor away. An empty vessel makes the most noise. Keep your mouth shut and your eyes open.*

1. Provide students with a number of proverbs.
2. Ask students to read the given proverbs and find all the nouns in them.
3. In groups, students decide how they will classify these items, e.g. human / non-human; animate / inanimate; positive / negative /neutral or whatever they decide.
4. Variation: you can do the same with verbs or adjectives (adverbs are rarer and more difficult).

2. PICTONARY: *Every cloud has a silver lining. You can't make an omelette without breaking eggs. The grass is greener on the other side of the fence.*

1. A pupil draws a picture which represents or gives the meaning of a phrase or word in the proverb.
2. The other pupils need to guess which learned proverb it is. The "artist" cannot use words in the picture and can only answer yes or no to questions.
3. The picture can be embellished as the guessing continues until the word/words are said.

3. GUESS THE MEANING OF A WORD: *Don't count your chickens before they're hatched. One man's junk is another man's treasure. A drowning man will clutch at a straw*

1. Prepare a proverb with some new vocabulary in it.
2. Tell students to read the proverb and copy onto a separate piece of paper those words they don't understand.
3. Next to each item they have copied, students write more or less the 'sort of thing' they think the item means.
4. Only when students have finished writing their guesses may they go to the dictionary and check out the answers.
5. Verify the answers they have found in full class, and compare these with their guesses.
6. Show them how their guesses narrowed down the possibilities when they were looking up the word, thus speeding up the looking-up process and making it more likely that they would find the right word.

In conclusion we may say that proverbs are the basic textbooks and rules of the school of life. This should not be forgotten and should be used in practice. Every child should keep proverbs not only in his mind, but also in his heart. That is why it is important for us to remember proverbs and explain their essence. Using proverbs in teaching English can be one of the effective ways especially in teaching vocabulary as a proverb is usually recognized by the fixed, often short form and contains frequently used vocabulary, and therefore is quite easy to memorize.

Work with proverbs and sayings at the lessons not only helps to diversify educational process and to make its brighter and interesting. Moreover, it helps to solve a number of very important educational problems: proverbs in the classroom can improve students' learning experiences, their language skills, and their understanding of themselves and the world.

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TEACHING VISUALLY IMPAIRED PEOPLE AND STUDENTS WITH DISABILITIES IN UNIVERSITIES

Eshmuratov Umidjon Temiurovich

Teacher at Termez State University.

English language teaching methodology department.

***Abstract:** Its vital to note that teaching in time of technological progress and human development with the ways of easy accessible devices progressing tremendously, hence arises a question, are the Universities ready to accept a challenge which obviously teachers will face while teaching visually impaired students? Does they have all necessary tools, conditions, atmosphere, skills and definitely the methods? The main areas that have been taken into account in this research are, visual impairment and its impact on learning, adaptive teaching methods for students with visual impairments, using kinesthetic, auditory and visual modalities in teaching.*

***Key words:** visually impaired people, disable students, adaptive teaching, visual impairments.*

Introduction

There are many reasons for the deterioration of vision in the younger generation, and it is necessary to look for them in the lifestyle of preschoolers, schoolchildren and students.

Today's kids are less fortunate. As soon as a child of the XXI century begins to walk and utter the first sounds, parents immediately rush to assign him to the early development group, where the baby often receives excessive loads for him.

A serious blow to children's vision is also inflicted by familiar household appliances: a computer, tablet or mobile phone, as well as a TV with round-the-clock broadcast cartoons and "useful" educational programs. The baby's imperfect vision is not ready for serious stress, therefore, parents should be especially sensitive to protect children's eyes from overload and harmful factors.

Learning the English language by ear to students with visual impairments is a difficult task for the teacher, expanding the educational opportunities of people with disabilities, allowing them to become part of the global educational environment and feel socially adapted in society. It follows from this that it is important to find an individual approach to each student, to be attentive and sensitive to work with this contingent of students.

Vostrova, EE Features of teaching foreign language to visually impaired and blind students 2016. - No. 16.1 (120.1).

It should be noted that blindness is not a serious obstacle to training and employment. Students with visual impairments can successfully perceive educational material by ear, work with a computer and the Internet using special programs, communicate with the surrounding students and choose a fairly wide range of specialties. The use of these tools makes it possible to solve methodological problems

of training, which include ample opportunities for access to various scientific and information sources, libraries, training in working with technology, training in computer literacy, which is important in future professional activities.

Persons with visual impairments often have high intelligence, but their defect significantly affects their education and socialization in universities. Typically, students with visual impairments are good students, diligent, introverted. However, they are often uncommunicative, have problems with spatial orientation, which can cause neurotic manifestations.

The specificity of teaching people with visual disabilities is the conditions for psychological adaptation to the educational environment of universities. In connection with violations of the visual analyzer, these students have a special attitude towards others, therefore, the upbringing of an active life position, self-confidence, preparation for professional activity, training in working with computer technology are important results of social rehabilitation in a university and professionalization.

Adaptive Teaching Methods for Students with Visual Impairments

The adaptive teaching methods that teachers are required to utilize in order to facilitate learning among visually impaired students have been stated as follows: (Mwakyeya, 2013).

Encouraging Collaborative Learning – Encouragement of collaborative learning among students with different learning capabilities and learning needs in an inclusive classroom has proved to be effective in promoting academic achievement, positive attitude towards the subjects and in improving social interaction among the students. When individuals are working in collaboration with each other, they are able to devise solutions to their problems and are able to improve their learning. Teamwork and collaboration also helps the students to generate awareness regarding the use of innovative techniques and methods. Individuals come to know about others perceptions and viewpoints, when they work in collaboration.

Using Questions and Answers – Verbal communication among the teachers and the students is regarded as an imperative means of facilitating learning. After providing verbal explanation of the concepts, the teachers should encourage the students to clarify the doubts that they may have. Verbal communication of giving instructions and obtaining answers from the students is also a helpful technique. The teachers should record the answers given by visually impaired students, so that they are able to assess their needs and requirements in a better way.

Sound Projection and Calling Students Names – The teachers need to be clear in their speaking and in addressing the students. The voice of the teachers should be pleasant, he or she should be interesting to listen to, should read out loud and be coherent in providing explanations, and one should avoid the use of vague phrases, such as, this, that or over here. The teachers should make use of simple presentation and communication. The best teaching method is following up on the tasks of the individuals to ensure that they are able to understand the lesson plan in a better way.

Adapting Written Texts - Teaching materials need to be adapted. For example printed text can be adapted through increasing the font size, bolding the text, increasing contrast, adding colour, adjusting spaces between characters and large writing text should be used on the blackboard or visual aids. However, the extent of these adaptations is determined solely by the rigorousness of visual defects and the needs of the students. Therefore, it is important to consult a specialist teacher on preparation of materials prior to the lesson, the reason being, different students use different materials depending on the degree of their visual impairment.

The Use of Audio, Optical and Non-Optical Devices – Verbal learning proves to be beneficial to the students with visual impairments. The incorporation of audio devices primarily assist the teaching processes, these include audio cassettes and compact discs. Optical devices such as, eye glasses, magnifiers and telescopes use lenses to increase a person's residual vision and are normally prescribed by a medical specialist. The examples of non-optical devices include, large prints, Braille and Braille writer, tape recorders, book stands, recorded and talking, books and calculators and computers. The role of both optical and non-optical devices is to improve vision and increase functionality of the students through the use of other senses. It is the role of a teacher to encourage these students to use visual devices and assistive technologies to help them with vision.

The Use of Tactile Materials – Teachers must be aware, that students with visual impairments experience deficiency in conceptual experiences and understanding due to non-appearance of visual ability. Therefore, adaptations of teaching materials becomes principal, if they have to learn all the things other students without visual impairments learn in class. To help this, these students should be taught physically using concrete experiences. Tactile diagrams are important to understand the images and concepts, which are difficult to explain and describe in words. Therefore, they should apparently be used, when figures and designs are important to understand the concept but also, when the real objects are not available to help teaching. Tactile images or diagrams can be drawn on Braille papers, using a special mat and stylus. (Radhika Kapur. University of Delhi 2018)

Extra Time Allowance – The students with visual impairments are slow in completing their work. Therefore, extra time allowance is important for them in completing their work, to process visual information and complete their written assignments. Students with low vision take longer time to read a text as compared to students with normal vision. Also reading and writing in Braille as well as getting information from tactile sources for students with blindness is time consuming. At the same time, students with blindness need much time to integrate information coming through hearing. Normally, it is adequate to add half of the time for students with low vision, and twice as much for students with blindness. Many external examinations identify this requirement and give them allowance of up to 100% additional time for students with visual impairments. Vostrova, EE Features of teaching foreign language to visually impaired and blind students 2016. - No. 16.1 (120.1).

At the end of the lesson, the text is read in full and without pauses. At the last stage, the Russian translation of the text is read in sentences with pauses, during which students give the English equivalent of the read sentence. Practice has shown that, in comparison with sighted students, visually impaired students memorize material by ear much faster. Therefore, timely correction of errors, if any, is important. This technique has already established itself as quite effective and giving positive results in teaching people with visual disabilities. Teaching English to visually impaired students is possible and necessary. After all, people with special educational needs, properly socialized in a society, can be no less useful for this society than many healthy members of it. And we must make every effort so that young people with visual impairments do not feel disadvantaged at the very beginning.

At present, for the comfortable teaching of a visually impaired student, a special automated workstation is designed to adapt to his needs and the peculiarities of educational and cognitive activity, where there are: a scanning device, a personal multimedia computer, a braille display, printers for printing text in a flat-print version and according to the system Braille, voice synthesizer, library of related computer programs. The temporary learning

mode is sparing. A strict dosage of mental and auditory stress is required in order to avoid overworking the blind learner.

The videos also had an impact on the motivation and interest of students. They were tools to demonstrate the significance and meaning of daily scenes and culture of the students. According to their statements, the cellphone helped and made the interpretation of images easier, especially because mobile technology has helped to improve language learning. It placed students in a more realistic context and made this process more attractive, interesting and motivating. The learning process is significantly enhanced when blind and visually impaired students visualize something new by means of a physical object rather than by a good auditory commentary.

Study materials should be adapted to the visual abilities of the blind. The content of textbooks for vocational training of students with visual impairments does not differ from the content of the same manuals for ordinary students, however, there is a certain specificity in the design of textbooks and teaching aids. Texts in textbooks for the blind are printed in relief-point type in Braille and are supplied with relief drawings, drawings, diagrams. For the blind with residual vision, textbooks that combine relief and color printing are needed. Tactile books are quite common in English classes. Each page of a tactile book has an image of an object made of special relief paper (rough, embossed). Tactile diagrams are simplified image ensuring access to information without over elaboration. Cuisenaire rods, small rectangular blocks of wood of different color and length are a common teaching tool in foreign countries.

Applying models can be an effective technique to teach visually impaired students in grammar. Each of the four cubes connected to each other is used to show one of the following categories: predicates, subject, auxiliary and modal verbs, question words.

The psychophysical and cognitive characteristics of students with visual impairments require adjustments to curricula and programs. A constant work of a teacher, a master of industrial training is needed to concretize ideas, establish a correspondence between a word and a specific image of an object (overcoming verbalism), develop visual-figurative thinking in connection with the study of academic disciplines, the formation of techniques and methods of self-control based on the use of intact analyzers, and also compensatory methods of cognition of objects, actions, operations of professional activity, the development of orientation skills in micro- and macrospace, the allocation of signal signs of objects. The specificity of teaching blind and visually impaired students is as follows:

- dosing of training loads;
- the use of special forms and methods of teaching, original textbooks and visual aids, as well as optical and typhlopedagogical devices that expand the cognitive capabilities of students;
- special design of classrooms;
- organization of treatment and rehabilitation work;
- strengthening work on social and labor adaptation.

Conclusion

The conclusion reached, during the analysis, was that visually literate students could read, decode, create, question, and interpret the purpose and intended meaning of a variety of text forms associated with mobile multimedia technologies. The learners developed a more socially conscious way to evaluate images. This is crucial, because through these kinds of activities students become not only technologically literate but also visually literate. Critical visual literacy, as the fifth linguistic skill in English classes can be developed through a

variety of activities. It might help a learner achieve positive results in any field, foreign language included. We should not forget that each person has a unique way of perceiving the world. The visual image is one more tool to facilitate understanding of the social world (Freire, 2007).

The videos also had an impact on the motivation and interest of students. They were tools to demonstrate the significance and meaning of daily scenes and culture of the students. According to their statements, the cellphone helped and made the interpretation of images easier, especially because mobile technology has helped to improve language learning. It placed students in a more realistic context and made this process more attractive, interesting and motivating.

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III. ЧЕТ ТИЛИНИ ЎРГАНИШНИНГ ПЕДАГОГИК ВА ПСИХОЛОГИК АСОСЛАРИ

THE ESSENCE OF POSITION OF ADVERBIAL MODIFIERS IN THE DISCOURSE

Uzokova Shakhnoza
JSPI, teacher of English

Abstract: *This article investigates one of the discourse functions that has been proposed for the variation in English of the position of adverbials within the clause. Objective methods are used to measure persistence of adverbial scope and how scope is cancelled. The cohesive role of adverbials is discussed with the help of a particular cohesive relation.*

Keywords: *adverbial/adverbial clause; initial position; textual function; discoursal functions; adverbiality; discourse markers; syntactic msrkers.*

Whenever we perceive, interpret, or – from a stylistic point of view – evaluate a piece of spoken or written language, we need a (mental) system of rules and categories to combine single word meanings to a total understanding of the text. This also applies to language production. Generally, we call such a system the grammar of a language.

One major part of any grammar is syntax, the system of rules and categories that underlies sentence formation. Referring to form and function of the sentence constituents, syntax tells us that some constituents are obligatory to simply make a bit of language a sentence. Most familiar are the subject and the predicate, both concepts that represent particular grammatical functions within the sentence. Syntactic considerations of the adverbial are even more interesting since some adverbials are obligatory, whereas most are optional, as their omission still leaves an acceptable sentence.

Greenbaum and Quirk states that sentences, in fact, are those units within language that “must be regarded as primary, in comprising a minimum sense of completeness and unity”. Texts carrying meaning and thus being larger semantic units are on a lower level realized by, say encoded in, sentences. Syntax in particular focuses on the structural integration among the constituents of a sentence. The structural integration of a text – its unity – is of a different kind, but it can be influenced by constituents at sentence level, namely by adverbials. This is what cohesion is all about, not considering structural relations within sentences, but across sentences. The cohesive role of adverbials shall be discussed with the help of a particular cohesive relation examined by Halliday.

When talking of adverbials we talk of the grammatical function of a sentence constituent, not of a word class. Actually, adverbials can have a wide range of syntactic forms; they can be single adverbs, prepositional phrases, noun phrases, even whole clauses. Example (a) shows an adverb functioning as modifier of an adjective, which is not to be confused with an adverbial:

(a) “*Widely varying types of land are cultivated.*”

Here, *widely* modifies the adjective *varying* and therefore is not an adverbial but an adverb.

Example (b) shows a typical case of an adverb functioning as adverbial:

(b) “*She grinned widely.*”

Example (c) provides an idea of how complex an adverbial can be, in this case consisting of a whole clause:

(c) *“She called me to say a lawyer was starting divorce proceedings.”*

The adverbial in (c) represents a to -infinitive clause with an internal structure that can even be attributed to a sentence.

The grammatical functions of adverbials mainly lie in adding something about circumstances of an activity or state to the sentence, giving a speaker’s comment about what a clause says, or serving a connective function. Moreover, adverbials are clause elements that can have several semantic meanings such as expressing location, time, agency, or attitude.

Adverbials can occur in various positions within clauses (initial, medial, final); and ultimately, we can have multiple adverbials within one clause, in contrast to other clause elements such as subject, predicate, or object. Whereas these elements represent a sense of grammatical completeness towards the internal structure of the sentence, most adverbials are optional, that is, most have no syntactic obligation. As can be seen in (b), the sentence would still be syntactically correct if the adverbial would be left out. Yet, example (d) shows a case in which the verb takes obligatory adverbial complementation:

(d) *“Your toast is on the table.”*

There is an impressive example given by Greenbaum & Quirk that “adverbial illustrates not only multiple occurrence but also a variety of meaning, forms, positions, and grammatical relations:”

(e) *“Next Tuesday [1], I shall probably [2] visit her mother in London [3] for an hour or so [4] to see if she’s feeling better [5], unless she telephones me before that [6].”*

As is well known, adverbials are usually treated as a rag-bag category in grammar, and it is in fact questionable whether they should at all be regarded as one group in syntactic classification. It does not seem possible to find criteria that fit all members of the group. For the present purposes, a short characterization of the notion will be enough.

As five types of clause elements are distinguished: subject, verb, object, complement, and adverbial. Clause elements may be placed on a scale of centrality vs. peripherality, using criteria such as position, obligatoriness vs. optionality, mobility, and the potentiality of determining what other elements must occur in the clause. Adverbials as a group are situated at the peripheral end of the spectrum. They are usually optional, and frequently appear at the end of their clause. Also, they are relatively mobile. They offer more choice in their placement than other clause elements. Finally, they do not determine what other clause elements must occur.

In addition to these characteristics, adverbials are a special class also in view of the range of semantic and grammatical functions as well as the different structures available to them. Furthermore, the number of adverbials in the clause is not limited, and they appear very frequently in both written and spoken language. Tuija Virtanen examines the various textual and discoursal functions that a particular positioning of a particular adverbial in its clause may have, there is no need here to establish strict syntactic criteria for “adverbiality”, or to be concerned with the different definitions of the term in the literature. This is so, first, because adverbial is a syntactic concept. Sentences, as pointed out above, are not autonomous. They serve the discourse and text they appear in, and they thus look the way they do because they have a function in the text.

Secondly and more importantly, it will become evident that other types of syntactic elements also have to be taken into account once the focus is on textual phenomena. In a study of text and discourse, a continuous shift from a bird's-eye view to a worm's eye view and back again is a necessity rather than a choice. Both the top-down and the bottom-up

approaches to the problems at hand will be used. Hence, the present article is concerned with the textual and discoursal functions of the initial placement of adverbials denoting 'time' and 'place'. Starting from syntactic signals an attempt is thus made to proceed towards text and discourse. On the other hand, it is of interest to study the way in which textual and discoursal phenomena are realized in clauses and sentences. Starting from global coherence in a text a similar attempt is made to proceed towards the linguistic manifestations of such coherence, towards its syntactic markers such as a particular adverbial placement.

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XORIJIY TIL O'QITUVCHISI IJTIMOIIY PSIXOLOGIK BILIMDONLIGINI OSHIRISHDA PEDAGOGIK MULOQOTNING AHAMIYATI

Sayfullaev Xurshid Jamolxonovich
JDPI

***Abstract:** This article describes the importance of creative communication in improving the social psychological knowledge of a foreign language teacher. Professional-pedagogical communication is a complex phenomenon. The article emphasizes pedagogical communication as an integral quality of pedagogical influence. It is a professional dialogue between teacher and student in the educational process, in which information is exchanged and the educational impact is exerted on the student.*

***Key words:** social psychology, professional-pedagogical communication, creative communication, educational process, multifaceted activity, ability, creativity, dedication.*

Bugun davlatimizning kelajagi ma'naviy jihatdan yetuk, axloqan pok qilib tarbiyalangan yoshlar qo'lida bo'ladi. Albatta, shunday yoshlarni tarbiyalash biz o'qituvchi va ustozlardan ham katta shijoat va mas'uliyat, ham ulkan bilim, keng dunyoqarash va katta kuch talab etadi.

Darhaqiqat, bizning jamiyatimizda o'qituvchilik kasbi ulug'lanib, sharaflanadi. O'qituvchi, ustoz, muallim oldiga eng muhim vazifa-jamiyat kelajagi bo'lgan yoshlarni tarbiyalash, ilm berish vazifasi qo'yilgan. Jamiyatda sog'lom fikrlovchi, har tomonlama yetuk shaxslarni voyaga yetkazishda o'qituvchi-ustozlardan kasbiy mahorat, ko'p qirrali faoliyat va qobiliyat, ijodkorlik va fidoiylik talab etiladi.

Xorijiy til o'qituvchisi ijtimoiy psixologik bilimdonligini oshirishda ijodiy muloqotning ahamiyati beqiyosdir.

Pedagogik muloqot-pedagogik ta'sirning ajralmas sifatidir. Bu o'qituvchi va o'quvchining ta'lim-tarbiya jarayonidagi kasbiy muloqoti bo'lib, unda ma'lumot almashinadi va o'quvchiga o'quv-tarbiyaviy ta'sir o'tkaziladi. Bunda ikki yoqlama muloqot yuzaga kelishi lozim. Uning asosi sifatida o'zaro hurmat va ishonch xizmat qiladi. Pedagog o'quvchi bilan muloqotga kirishish jarayonida ulardan hurmat kutadi. O'quvchi ham o'qituvchidan hurmat va ishonchni talab etadilar. Bu pedagogik ta'sirning samarali yo'li bo'lib, tajribali pedagoglar bolani o'z-o'zini hurmatlashga asoslangan holda munosabatlarni tashkil etadilar va shu orqali o'zaro munosabatlarni amalga oshiradilar. Muloqotning uziga xos darajalari mavjud. Bular: makro-(katta)-darajadagi insonlar bilan muloqot qilish, ya'ni barcha odob-axloq normalariga tayangan holda amalga oshiriladi. Mezo-(o'rta) darajadagi muloqot, ma'lum mavzu asosida kechadi (masalan, askiyada ma'lum mavzudan chekinmaslik). Mikro-(kichik) darajadagi muloqotning oddiy shakllari, savol-javob tariqasida yuz beradi. Bunda muloqotning turlari quyidagicha ko'rinishga ega bo'ladi: shaxslararo ("inson-inson"), shaxsiy-guruhiy ("guruh-guruh"), ommaviy kommunikasiya (radio, televideniye, gazeta va jurnallar) va boshqalar.

Pedagogik muloqotda ijodiylik quyidagilarga bog'liq:

- o'quvchi bilan o'zaro birgalikda harakat qilish;
- bolaga ta'sir qilishda uning xulq-atvorini boshqarish, o'zaro harakatning turli yo'llarini qo'llash;

- o'qituvchining o'z-o'zini boshqara olishi;
- o'zaro munosabatlar jarayonidagi ijodiylik xarakterini saqlay bilish.

Demak, o'qituvchi o'quvchi bilan ziddiyatlarga borsa, qandaydir muammo tug'lsa, ushbu muammoni darhol hal qilishi lozim. Pedagogik muloqotdagi ijodiylik ham shunda bilinadi. Pedagogik muloqotda o'qituvchi bolani ko'ziga qarab, uning xayolidan nima kechayotganligini bilib olishi kerak.

Ijodiylik o'zaro munosabatlardan boshlanadi. Har bir pedagog o'z tajribasidan, uslubidan kelib chiqib, bolalar bilan muloqotda bo'lishi lozim. Ya'ni, nostandart usullarni izlab topishi kerak. Pedagogik ta'sir ham tarbiyaviy muloqotdagi ijodiylik orqali amalga oshiriladi.

Ijodiylikni amalga oshirish uchun quyidagilarga ahamiyat berish lozim:

- bir necha o'qituvchilarning darslarini kuzatish, unda o'quvchining kayfiyatini, o'qituvchining bolalar bilan bo'ladigan munosabatlarini aniqlash;
- o'qituvchining darsda qanday usullarni qo'llashi, muloqotni qanday tashkillashtirish, o'quv-tarbiyaviy muammolarning yechimini topishini aniqlash;
- o'zining muloqot texnologiyasini boshqa o'qituvchining "texnologiyasi"ga taqqoslashi;
- tajribali o'qituvchilarning tarbiyaviy soatlarida qatnashish orqali muloqot jarayonidagi o'quvchining individual xususiyatlarini aniqlash;
- o'zining darsidagi muhiti bilan boshqa tajribali o'qituvchining darsidagi muxitni taqqoslash orqali xulosa chikara olish va boshqalar.

Kasbiy-pedagogik muloqot-murakkab xodisa. Shaxs kasbiy- pedagogik muloqot qilishdan avval o'z oldiga bir necha vazifalarni ko'yadi. Jumladan, maqsad qo'yadi, muloqot qachon, qayerda, necha yoshlilar bilan o'tkazilishini rejalashtiradi. Pedagogik muloqotning eng muhim bosqichi-bu modellashtirish hisoblanadi. Bu bosqichdan muhim, mas'uliyatli muammoni hal qilishda foydalaniladi. Masalan, darsga tayyorlanish, ma'ruzani rejalashtirish ham shu bosqichni o'z ichiga qamrab oladi. Birinchidan, dasturga mos ravishda dars loyihasi tuziladi. Ikkinchidan, o'quvchining individual xususiyatlari hisobga olinadi. Uchinchidan, dars jarayonida qo'llaniladigan ta'lim-tarbiya usullari tanlanadi. To'rtinchidan, tahsil oluvchining aqliy rivojlanish qobiliyati hisobga olinadi.

Ikkinchi bosqich-bu bevosita muloqot bosqichi. Bu bosqichda o'qituvchi to'liq tashabbusni o'z qo'lga olib, dars boshlaydi.

Uchunchi bosqich-bu muloqotni boshqarish bosqichi bo'lib, kasbiy kommunikasiyaning muhim tarkibiy qismidir.

Kasbiy-pedagogik muloqotning vazifasi-texnologiyani o'zlashtirish bo'lib, unda o'qituvchi ilk munosabatlarni qo'llay oladi, natijada pedagog shaxsi namoyon bo'ladi.

Darsda tashabbusni qo'lga olish usullari quyidagilardan iborat:

- sinf, guruh bilan aloqani yo'lga qo'yishda zudlik bilan harakat qilish;
- tezlik bilan tashkiliy ishlardan dars jarayonining muhim bosqichiga o'ta olish;
- sinfni ijtimoiy-psixologik yakdilligini, "biz" hissini shakllantirish;
- vaziyatga qarab bolalar bilan quloqot usullarini qo'llash;
- sinf, guruh jamoasi bilan yaxlit aloqani tashkillashtirish;
- nazokatlilik, samimiylik, dilkashlik, sofdillikni o'zida shakllantira olish, darsda namoyon qila bilish;

- taqiqlangan pedagogik talablarni kamaytirish, vaziyatga qarab ish tutish;
- mimika (yuz ifodasi), pantomimika (harakatlar), ko'z bilan ta'sir qilish (noverbal muloqot)ni faol qo'llash;

Kasbiy-pedagogik muloqotning muvaffaqiyatli bo'lishida o'qituvchining kommunikativ madaniyati muhim o'rin egallaydi. O'quvchi o'qituvchining dildan gapirayotganligini his qilib turishi kerak.

Muloqotchanlik shaxs fazilati sifatida pedagogik muloqotning mahsuldor bo'lishini ta'minlaydi. Muloqotchanlik hissiy tabiatga ega bo'lib, ular kommunikativ va altruistik hislardir. Kommunikativ hislarga fikr almashish, hayajonlanish, simpatiya (yoqtirish) his qilish, muloqotda bo'layotgan hamrohni hurmat qilish kabilar kiradi. Altruistik hislar esa kishilarga quvonch keltirishni xohlash, boshqalar quvonchidan xursand bo'lish, hamdardlik bildirish va shu kabilardan iborat.

Shunday qilib, xorijiy til o'qituvchisi ijtimoiy psixologik bilimdonligini oshirishda kommunikativ, didaktik, hissiy-irodaviy ta'sir eta olish, perseptiv-pedagogik kuzatuvchanlik asosida o'quvchi ruhiyatiga ta'sir qilish, ekspressiv-nutqiy, mimika, pantomimika asosida fikrni tushuntirish, pedagogik fakt, talabchanlikni rivojlantirish muhim ahamiyat kasb etadi.

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THE INTEGRATION OF EFFECTIVE TEACHING METHODS AND MODERN TECHNOLOGIES FOR THE FORMATION OF THE XXI CENTURY SKILLS

**Mukaddaskhon Ogay,
Head of Multimedia Department
Uzbekistan Innovation Scientific-Practical Centre
at UzSWLU, Tashkent, Uzbekistan**

***Abstract:** The purpose of this work is to consider the educational opportunities of modern information technologies, as well as to identify effective modern methods of teaching English in the education system of the Republic of Uzbekistan.*

***Keywords:** information and communication technologies, multimedia technologies, teaching English, development of foreign language communicative competence*

According to the educational standard for a foreign language, teaching English has the following goals:

development of foreign language communicative competence, which implies the development of linguistic, sociocultural, pragmatic competencies,

developing critical thinking skills and the ability to self-study English.

Among the main tasks of an English teacher is the formation of students' ability to self-esteem by observing their own speech in their native and English languages, maintaining motivation and interest in learning English, and developing communicative skills.

The goals set can be realized subject to the integration of innovative technologies and modern methods of teaching English. Consider a number of techniques that are more effective when applied with ICT, in this case with multimedia technologies.

The method of audio-lingual teaching of a foreign language envisages the use of repeated listening and reproduction of sentence samples following the speaker, which leads to their automation. The method appeared in the 40s. in the works of the descriptive linguistics of L. Bloomfield and the works of C. Fries, R. Lado. [3,5,8] [3,5,8]

The concept of the method confirms the priority of oral speech over written speech, where oral anticipation and organization of classes follow in the sequence of listening - speaking - reading - writing. The focus of classes on the formation of speech skills as a result of multiple repetition of samples when performing exercises like "drills" and the prevalence of speech practice, widespread use of cultural information. The audiolingual teaching method refers to the situational type of teaching. C. Fries and R. Lado considered a comprehensive mastery of all types of speech activity as the main goal of teaching. The authors identified the importance of studying the culture in the study of a foreign language. C. Fries and R. Lado put forward the following methodological principles:

teaching oral speech is the basis of teaching and should precede teaching reading and writing,

language learning should be based on imitation, analogy, training, explanation, contrasting, but not on the basis of language theory,

mastery of grammar is carried out on the basis of selected specific criteria,

consideration of the native language is necessary in the preparation of educational materials, but the native language itself and translation are excluded from the learning process. [5,8]

When selecting linguistic structures subject to receptive assimilation, the criterion of frequency of use and the level of knowledge of students were taken into account. C. Fries believed that at the initial stage of teaching, the number of structures should be limited, since "mastering interchangeable structures at the product level is an unnecessary additional burden, which will only slow down the practical use of the language." Structures should be selected as the difficulties for the students increase. C. Fries also suggested using themes for the development of speech with a clearly expressed cultural orientation, for example, the theme "What games are popular in the country of the target language and how are they played?" recommended for elementary school children.

R. Lado suggested using various types of substitutions:

simple substitution with one specified element;

simple substitution of different elements;

substitution of one element, which requires changing the shape of another element;

simultaneous substitution of several elements.

R. Lado recommended such exercises as transformation of models; question-answer exercises; completing sentences started by the teacher; connection of several structures into one whole. [8]

Total physical response - TPR

This method was developed by the psychologist J. Asher and is based on structural linguistics, behaviorism and the humanistic direction in teaching. The essence of this method is that when teaching a foreign language, it is necessary to reproduce the same process as the mastery of students of their native language. That is, when children learn their native language, they first learn to understand complex and long structures by ear, and only then reproduce them in speech. [1]

The perception of linguistic structures is facilitated if it is accompanied by active action. The TPR method is widely used in the educational process in primary schools in Uzbekistan. Young learners will master the material well, when active exercises are provided with the ability to run, jump, move during class. The use of multimedia applications in this case contributes to the introduction of games, songs for performing TPR activities. Primary school education is based on the principle of oral advancement with the development of listening and speaking skills. This method is characterized by the implementation of instructions and commands that are given by the teacher or offered in a video / audio exercise. The teacher needs to remember that the mistakes of young learners are not corrected at the initial stage, but the correct examples of how to complete the assignment are offered, which the learners review and complete.

In later stages of learning, learners can give commands to each other themselves, and theatrical performances and role-playing games are also introduced. Although the TPR method is close to the psychological characteristics of young learners, however, it is impractical to use it throughout the lesson. We offer an alternation of active and calmer types of activities that stimulate learners' mental activity and allow learners to develop critical thinking.

Communicative approach

This approach first appeared in the 70s as a result of the work of experts from the Council of Europe. After that, the approach became widespread throughout the world and became one of the main in teaching foreign languages. Effectiveness is achieved by minimizing the use of the native language during class. With this approach, it is very important to teach a person to think in a foreign language so that he perceives foreign speech without any associations with his native language. With this method of teaching, the study focuses on live communication, i.e., colloquial speech. When using a communicative approach, the study of grammar is not the main goal of learning a foreign language, but is introduced in linguistic situations along with lexical material. Increased attention is paid to group cooperation and communicative games. [6]

The task of the teacher, together with the learners, is to learn how to work in a team, as far as possible, to move as far as possible from individualism in teaching. The learner must know to conduct a conversation, participate in a discussion, listen to friends, work on projects together with the rest of the team. Thus, the learner should be guided not by the teacher as a model, but by his teammates.

The communicative approach does not consider the impeccability of linguistic structures, but the following tasks:

Achieving a communicative goal through the interaction of participants in the communication process,

Explaining ideas and personal opinions in various ways and building competencies through communication with other participants.

In communicative teaching of a foreign language, an unlimited variety of educational materials is used - based on the text, on the communicative task, realities (video, audio, news, TV programs, etc.). The main role is assigned to the learners themselves, the teacher acts as an advisor, assistant and friend. [9,10]

Currently, in the context of a pandemic and the introduction of distance learning due to the Decree "On priority measures to mitigate the negative impact on the economic sectors of the coronavirus pandemic and global crisis phenomena" [4], the communicative method using multimedia applications has its own distinctive features:

The attention is paid to an individual approach, and the teacher adapts the teaching program for a specific learner in accordance with the abilities and skills in speech activity, personal experience, topics, interests, etc. This allows you to identify gaps in knowledge and quickly eliminate them;

The ability to choose material for the learners themselves in educational Internet networks, multimedia applications, mobile applications, etc.; it can be online tests and crosswords, songs and various resources in English to test knowledge [7];

Natural use of grammatical structures and active vocabulary without memorizing the rules through the practical application of language structures seen and heard in authentic video and audio resources;

Maximum practice in class. Most of the lesson, students practice speaking. Tasks to improve writing and listening skills are most often given to do at home, listening or reading an interesting text may be offered, which later becomes a topic for discussion. This approach allows you to save time and practice the development of conversational speech, because this skill is usually the most difficult to master. [2]

In conclusion, it is necessary to emphasize that the process of teaching and learning goes far beyond the educational process in the English classroom. It is also impossible

without the use of digital resources and Internet technologies, which allow to take into account the individual characteristics of learners to the maximum extent, motivating self-study, developing critical thinking skills and maintaining an interest in learning English.

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ENHANCING CRITICAL THINKING THROUGH ASSESSMENT

Uzokova Shakhnoza
JSPI, teacher of English
Mavlonova Dildora
JSPI, master student

Abstract: *This article presents an overview about critical thinking providing definition from reliable sources. It also talks about the characteristics of an ideal critical thinker and the importance of critical thinking in language teaching. In addition, the issues are highlighted as why to teach critical thinking in the language classroom and how to enhance critical thinking through assessment.*

Key words: *critical thinking, feedback, one-shot exam, washback effect, linguistic competence.*

Critical thinking is not a new concept or practice. Most teachers might be impressed to learn that critical thinking can be traced back many centuries ago. In fact, it has been practiced from times immemorial , notably, by Socrates and Plato.

Defining critical thinking might seem difficult, especially because the term tends to be used repeatedly without actually reflecting on its true meaning. To begin with, we can state that critical thinking is a quality able to be developed throughout life. But critical thinking is

not a dimension just applicable to education (in the formal sense of the term). So what is it? How can it be defined? “Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People who think critically consistently attempt to live rationally, reasonably, empathically. They are keenly aware of the inherently flawed nature of human thinking when left unchecked.”

It is crucial to be aware of the fact that critical thinking is not “survival thinking”; it requires careful and intentional development of specific skills in processing information, considering beliefs, opinions, solving problems. Schafersman states that “critical thinking means correct thinking in the pursuit of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused on deciding what to believe or do. A person who thinks critically can ask appropriate questions, gather relevant information, efficiently and creatively sort through this information, reason logically from this information, and come to reliable and trustworthy conclusions about the world that enable one to live and act successfully in it”.

There is no doubt that the way of assessment in foreign language classrooms highly influences what and how the learners learn. This influence of testing on teaching and learning is referred to as washback effect. Alderson and Wall state that —tests are held to be powerful determiners of what happens in the classroom .‖ In his trichotomy of backwash model, Hughes’s describes test effects in terms of —participants‖ such as teachers, students, administrators, materials writers, and publishers, —process‖ referring to those actions taken by participants to complete teaching and learning tasks and —product‖ referring to learning outcomes and the quality of learning. Hughes’ model implies that the quality of a test determines to a high degree the level and amount of washback.

Assessment practices mainly influence learning through affecting the objectives the learners set for themselves in learning the foreign language. In fact, in many cases the way of assessment is determinant of the objectives of the language learning program. If in a language teaching context, assessment focuses on linguistic competence of the learners, mastery of linguistic competence becomes the learners' objective, while in a context emphasizing communicative competence, learners do their best to become communicatively competent in the foreign language. In the same way, if the focus of assessment is on integrating language and thinking skills, the learners do their best to achieve this objective. In fact, when the purpose of teaching is understanding the process of assessment, in addition to evaluation, is a substantive contribution to learning. Assessment that fosters understanding needs to inform students and teachers about both what students currently understand and how to proceed with subsequent teaching and learning.

Here are presented a number of suggestions for enhancing critical thinking among language learners through assessment practices:

1. Use ongoing assessment rather than one-shot exams at the end of the semester. While one-shot exams require the test taker to have a limited amount of knowledge, mostly linguistic, ongoing assessment carried out during the course gives the teacher the opportunity to test a larger range of knowledge and skills, including critical thinking skills.
2. Include activities in your assessment which encourage the learner to think about the major objectives of the course, including developing critical thinking skills. The type of activities used in assessing language learners determines the goals of learning. Those activities which can be carried out through simpler processes such as memorizing, substituting, etc. are not appropriate activities for enhancing critical thinking in language learners. Better activities for

the purpose of promoting critical thinking skills are those which require the learners to think, cooperate, ask questions from themselves and others, etc. These activities also require the learners to the activities with the purposes of such activities.

3. Provide learners with feedback which gives learners understanding that thinking is an integral part of their learning experience. This integration of performance and feedback is exactly what students need as they work to develop their understanding of a particular topic or concept. Feedback needs to occur frequently, from the beginning of the unit to its conclusion, in conjunction with performances of understanding. Some occasions for feedback may be formal and planned; some may be more informal. Feedback also needs to provide students with information not only about how well they have carried out the activities but also how they might improve them. Furthermore, it needs to inform learners of the teachers' planning of subsequent classes and activities. Another requirement of feedback is that it must come from a variety of perspectives: from students' reflection on their own work, from classmates reflecting on one another's work, and from the teacher. Model for students how to provide feedback that both tells them how well they are doing and gives them information about how they might do better.

The points suggested here are just a few among many points which if taken into account can help language learners think critically. In fact, what is highly important is the teachers' understanding and having in mind that assessment is a key determinant of what is learnt in the language class and how it is learnt. In that case, the teachers can choose the most appropriate ways of language assessment with regard to the specific context of their own classroom.

Critical thinking needs to be enhanced among language learners due to its significance in developing effective language learning. So promoting critical thinking skills is considered one of the tasks' of language teachers. They can do this task through various ways, including using appropriate ways of assessment as assessment practices usually determine the learning objectives of the language learners.

To sum up, thinking activities develop learner's motivation. There are many other activities that generate critical thinking on the part of the learners. If the teachers are well-known and prepared, they may design their own activities that help the learners develop lower level to higher level thinking skills. The three techniques mentioned above develop integrated learning of language skills of aspects. All of these activities enhance learners' readiness, feeling of responsibility and sharing. Finally they will be the critical thinkers.

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TEACHERS' AND STUDENTS' PERCEPTIONS ABOUT CLASSROOM-BASED SPEAKING TESTS

Norbekova Gulruh Husan qizi
Mamatmurodova Sohiba Muhammad qizi
4th year student of JSPI, Uzbekistan

***Abstract.** As it is clear for everyone, teaching a foreign language is considerably important mission in such active days that communicating in foreign language is being required highly. That means we should deal with the latest innovative teaching methods not limiting with only inherited stable trends in our classroom. For this aim, testing is considered as an indispensable part of the teaching and learning processes. Since testing, teaching, and learning are closely related, it is inevitable for them to have an influence on each other. Tests are thought to affect teaching and learning positively or negatively. Direct testing is seen to have greater effect on productive and receptive skills than other tests do. Speaking skills is one of the English language skills which is tested through direct tests. And it is believed that getting ready for speaking tests improves the general speaking skills of students. From this point of view, this article is conducted to deal with the issues of classroom based speaking tests through pointing teachers' and students' perceptions on it.*

Introduction. All teachers want what they teach to be learnt by their students. They have been looking for ways to make our classes more important for students. One way which has been heavily used is to test what you teach to make students learn. If there is a test at the end of a period of instruction and students are graded accordingly, they have a good reason to study. Teaching and testing go hand in hand. Thus, testing has an important place in the field of education. It is the same case in language teaching. Testing is an indispensable part of second language teaching. Some studies in the science literature [2, 259] have found out a

number of factors of the influences of tests on teaching and learning. For example; there is a term which is called ‘washback effect’ that can show the influences of tests on teaching and learning. Unfortunately, it has not been studied adequately. The reason for this can stem from the fact that it is a complex phenomenon. It is more sorrowful even though several speaking assessment techniques have been developed thus far, teachers who attempt to conduct speaking tests tend to face many difficulties such as the considerable amount of time necessary for administering and scoring the tests, the special techniques required for rating speaking performance, and the tremendous financial burden either on the students or the school if the available speaking tests in the market are used. These obstacles result in the low practicality of speaking tests, which seems to be of great concern, especially in classroom-based contexts. Owing to the low practicality of speaking tests, even when teachers organize speaking activities in class, they tend to conduct speaking assessments infrequently. However, classroom tests are likely to have just as big an impact cumulatively. With regard to the testing of speaking ability, while a number of studies have looked at ways of improving the reliability and validity of tests and at the tasks used in testing speaking little attention has been given to the influences of these speaking tests on teaching and learning. Additionally, the ability to communicate and to be understood in the English language through different language tasks is more emphasized in classrooms [1, 20]; Some researchers [7, 49] believe that students’ speaking fluency and confidence would improve if they are involved in active, engaging, and collaborative language learning activities. Although there are some approaches to teaching speaking from structural, functional and interactional points of view, we look at the issue from interactional perspectives. According to Hughes the ability to interact successfully in that language involves comprehension as well as production. Furthermore, the emphasis is placed on appropriateness rather than on ability to form grammatically correct sentences in testing productive skills. For that reason, for the purpose of testing speaking, teachers should bring meaningful tasks which represent daily life such as description, providing information, explanation, narration, reporting an event, having a discussion on a topic, and should provide prompts, elicit responses and provide feedback. That’s the reason why the present study is dedicated to investigate the impact of various classroom-based speaking tests on teachers’ and students’ attitudes towards improving their English-speaking skills.

Measurement-driven Instruction and Curriculum Alignment. It is a term related to the „relationship between testing and teaching or learning“. Cheng and Curtis [4, 4] state that „tests or examinations can or should drive teaching, and hence learning“ and that this result is described as ‘measurement-driven instruction’ by Popham. Measurement-driven instruction brings positive connotations to mind, claiming that „testing should drive curriculum and thereby teaching and learning“ [5, 295). Cheng and Curtis state that if driving teaching is the target, there should be a parallelism between the test format and content or curriculum. It refers to this as ‘curriculum alignment’. Since this fact narrows the and teachers“ training practices, it brings negative connotations to mind. According to Cheng and Curtis this alignment, including the situation in which a new examination is added to the 10 education system with the purpose of having a beneficial effect on teaching and learning process, has been labelled differently by different researchers. While Frederiksen and Collins refer to this alignment as systematic validity, Messick (1996) sees it as consequential aspect of construct validity and Bahman and Palmer (1996) and Baker call it test impact.

Techniques on classroom based speaking tests. Story retelling (. First, retelling refers to reproducing a story orally in English. An examinee can retell a story either in a different way or in the same way as the original adapted from Chaudron) [3,779–780] techniques have been widely used not only as a teaching activity but also a speech elicitation tool in second language acquisition. When story retelling is used for reading comprehension, the language of reproduction seems to be the first language (L1) in order to avoid the underestimation of reading comprehension. However, when the target of a story retelling task is the learners' speaking ability, they are asked to retell the content in L2, as in the case of the SRST. In regular retelling activities, the learners are provided with either a reading or listening text or shown a story using the TV or other related devices and are then asked to retell the content, mostly without looking at the original source. The SRST can also take the form of either reading or listening. However, the present study focuses only on the former, because a reading mode of text presentation would be suitable for learners at the beginning and intermediate levels of proficiency, which are our target groups. In general, when the same text is provided, the learners tend to find it easier to comprehend through reading rather than listening, as they have better control over the pace of their comprehension. The SRST consists of two sections: reading a story and retelling it. In the reading section, we mainly seek to measure reading ability. We predict that if the test takers cannot answer the comprehension questions, they will be determined to be at the pre-speaking level, where they lack basic linguistic knowledge. In addition, this section may inform us whether the level of text difficulty was suited to their ability. In the retelling section, the main construct that we want to measure is speaking ability. This is specifically measured with two functions: retelling the story and stating opinions about it. In the story retelling task, the examinees convey the information they have just received as clearly as possible and narrate as much of the story as they can. This task seems [8,345-376] authentic because there are real-world situations where the examinees tell listeners about what they have read or heard.

Conclusion. From the points that we discussed, it may be summary that there are many techniques both activities, like addressed in the article, based on speaking tests in classroom. All we should do is entering them into teaching process completely. They can have a positive impact on the learners' speaking skills and to the learning of the English language in general. In this process group role-plays, pair work, individual speaking task and group work activities can be seen to be a few of the most engaging and collaborative learning strategies that can be employed in the language classroom. Students may be interested to do any language tasks when they are with their classmates as they may feel the support from each other. And they feel more relaxing and have strong confidence to their knowledge via individual games acknowledging the importance of it for improving students' speaking skills. By the way, to support the successful speaking tests teachers have more responsibilities on their shoulders basically, being creative and getting great consideration before designing the speaking activities for testing.

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INGLIZ TILI DARSLARIDA O'QUVCHILARNING TANQIDIY FIKRLASH KO'NIKMALARINI RIVOJLANTIRISH.

**Ilmiy rahbar: PhD Xolmurodova O. A.
JDPI, Chet tillar fakulteti o'qituvchisi
Tillayeva Gulnora
Chet tillar fakulteti I bosqich magistri**

***Annotatsiya:** Mazkur maqolada ingliz tili darslarida tanqidiy fikrlashni rivojlantirivchi mashg'ulotlardan keng foydalanish ahamiyati borasida fikr yuritilgan. Ingliz tilini o'qitishda tanqidiy fikrlashni rivojlantirish kabi zamonaviy yondashuvlar va innovatsion usullarni qo'llash natijasida, o'quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanishi, nutqi ravonlashishi, tez va to'g'ri javob berish malakasi shakllanishi, bilimga ishtiyoq uyg'otishi hamda ingliz tili darslarida kreativ yondashuvning ahamiyati haqida ma'lumotlar berilgan.*

***Kalit so'zlar:** ingliz tilini o'qitish, tanqidiy fikrlash, kreativ yondashuv, nutq ko'nikmalari.*

Zamonaviy boshlang'ich ta'limdagi eng asosiy va ijobiy o'zgarishlarga sabab bo'lgan qarorlardan biri bu O'zbekiston Respublikasi Birinchi Prezidentining 2012-yil 10-dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" PQ-1875-sonli Qaroridir [1]. Ushbu qaror asosida chet tillarini, asosan, ingliz tilini o'rganish umumiy o'rta ta'lim maktablarining 1-sinflaridan o'yin tarzidagi darslar va og'zaki nutq darslari shaklida, 2-sinfdan boshlab esa, alifbo, o'qish va grammatikani o'qitish bosqichma-bosqich boshlanadi. Chet tillarni o'rganishni yanada rivojlantirish bo'yicha ta'lim sohasining barcha yo'nalishlarida beqiyos ko'lamli ishlarni amalga oshirishga kirishildi. Masalan, 2013-2014 o'quv yilidan e'tiboran umumta'lim maktablarining birinchi sinflarida xorijiy tillarni o'yin tarzidagi mashg'ulotlar va og'zaki nutq darslari shaklida uzluksiz o'rgatish yo'lga qo'yildi. Shuningdek, ushbu sinflarga mo'ljallangan darslik hamda o'quv-metodik majmualar yaratildi. Diqqatga molik jihati, birinchi sinflar uchun yaratilgan majmualardagi o'yin-mashg'ulotlarning kichkintoylar yoshiga mutanosibli ta'minlanadi.

Hozirgi kunning talabi barkamol va mustaqil fikrlovchi shaxslarni tarbiyalash bo'lib, ta'lim-tarbiya jarayonida bilim berishni takomillashtirish, o'quvchilar bilan ishlashning yangi yo'nalishlarini ishlab chiqish va noan'anaviylikka intilishni taqazo etadi. Shunga ko'ra, kichik yoshdagi o'quvchilarni fikrlash, izlanish va aniq maqsad sari intilib ongli ravishda bilim olish va dunyoqarashini kengaytirish uchun ta'lim-tarbiya berishda metodlarning xilma-xil

bo'lishini talab etadi. Ana shunday yangi texnologiyalardan biri o'quvchilarda tanqidiy fikrlash malakasini shakllantirishdir. Boshlang'ich sinf o'quvchilarida tanqidiy fikrlash orqali, mustaqil, erkin fikrlay olish, tahlil qilish, taqqoslash, fikrlarni izohlash, baxslashish, o'z g'oyalarini himoya qilish va yangiliklarga intilish kabi malakalari bilan birga, mantiqiy tafakkur qila olish salohiyati, dunyoqarashi, o'z-o'zini anglash, kommunikativ savodxonligi, go'zallik va nafosatni his etib, undan zavqlana olish, aqlan va jismonan sog'lom bo'lish, milliy urf-odatlarini o'ziga singdirish va qadrlash kabi muhim xususiyatlari rivojlantiriladi. Bu o'z navbatida kichik yoshdagi o'quvchilarning bilimlarni chuqur o'zlashtirish va amalda to'g'ri qo'llay olishlarini ta'minlaydi. Shunga ko'ra, boshlang'ich sinf o'quvchilarini tanqidiy fikrlashlarini rivojlantirish uchun darsning maqsadini aniq, pedagogik texnologiya asosida loyihalab olish muhim ahamiyatga ega. Hayotda o'rganilmagan narsalar ko'p. Qiziquvchanlik ongni rivojlantiradi[7.64-65]. Qiziqish tufayli kashfiyotlar ro'y beradi, sarguzashtlar ro'y beradi. Nima bo'layotganiga qiziqish qobiliyatini rivojlantirib, u nafaqat tanqidiy fikrlashni rivojlantiradi, balki hayotni yanada boy va rang-barang qiladi.

Xorijiy tillarni o'qitishda tanqidiy fikrlash ahamiyati beqiyos bo'lib, hozirgi paytda o'quvchilarda tanqidiy fikrlashni oshirish chet tili o'qituvchilarining vazifalaridan biri hisoblanadi. Ko'p turli omillar o'quvchilarning tanqidiy fikrlash qobiliyatlariga ta'sir qilishi mumkin. Ta'lim sohasi bo'yicha tadqiqotlar olib borgan olimlar M.Lipman, S.Norris va R.Ennis tanqidiy fikrlashga nizbatan o'z yondashuvlarini tadqim etib kelishgan. Ular tomonidan berilgan ta'rifalrada katta tafovutlar mavjud emas, L.Elder va R.Paul fikrlariga ko'ra tanqidiy fikrlash - bu shaxslarning o'z tafakkurini boshqarish va o'z fikrlarini tahlil qilish uchun tegishli mezon va standartlarni ishlab chiqish qobiliyatini anglatadi [2, 34-45]. Bundan tashqari, V.Maiorana ta'kidlaganidek, tanqidiy fikrlash bu turli xil qarashlarni tushunishga va baholashga, muammolarni hal qilish echimiga qaratilgan jarayondir[6.56]. Tanqidiy fikrlash imkoniyatiga ega bo'lish uchun zarur bo'lgan ko'nikmalar har xil bo'lib, ularga kuzatish, tahlil qilish, talqin qilish, aks ettirish, baholash, xulosa chiqarish, tushuntirish, muammolarni hal qilish va qaror qabul qilish kiradi [3]. Tanqidiy fikrlashga doir dars mashg'ulotlarini har xil yoshdagi o'quvchilar uchun qo'llashning ahamiyati beqiyos bo'lishiga qaramasdan, biz o'qituvchilik vazifamizni va ularning maqsadiga erishish uchun nima qilishimiz kerakligini yodda tutishimiz kerak va dars jarayonida bu jihatlarni doimo inobatga olib darslarni tashkil etishimiz lozim.

O'quvchilarida tanqidiy fikrlashni shakllantirish jarayonining muayyan jihatlari quyidagi asoslarga tayanadi:

- O'qish jarayoni tezligini muvofiqlashtirish;
- O'quvchining o'qishga bo'lgan ishtiyoqini oshirib borish;
- Ilgari egallangan bilimlarni ham inobatga olish;
- O'quvchi tashabbusi va majburiyatini qo'llab-quvvatlash;
- Amaliyot orqali o'rganish;
- Ikki tomonlama fikr-mulohazalar almashinuvini tashkil qilish;
- O'qish jarayonini to'g'ri yo'lga qo'yish;
- O'qituvchi-o'quvchilar uchun o'quv jarayonini yengillashtirish;
- O'quv jarayonini baholash.

O'quv biluv jarayonida o'quvchilarning tanqidiy fikrlashi ko'p qirrali faoliyatni vujudga keltirib, bir turdagi faoliyatning ikkinchi turdagi faoliyatga o'tib turishi jarayonida har bir o'quvchida o'zining shaxsiy, aniq maqsadini belgilab olish qobiliyatini rivojlantiradi. Ayni

shu maqsad o'quvchilarda mustaqil, ijodiy faoliyatga kirishish uchun zamin yaratadi va ularda qat'iy harakat dasturini ishlab chiqishga asos bo'ladi.

O'quvchilarda tanqidiy fikrlashni shakllantirish texnologiyasi pedagoglar tomonidan maxsus turdagi topshiriqlar, mustaqil faoliyat turlarini bajarish orqali ro'yobga chiqariladi va ularning samaradorligi muayyan mezonlar yordami bilan amalga oshiriladi. Ta'lim jarayoni to'laqonli tarzda o'quvchiga yo'naltirilsa, uning ehtiyoj va imkoniyatlari, qiziqishlari, iqtidorini hisobga olgan holda muayyan tamoyillar asosida tashkil etilsa, bunday ta'lim natijalari, birinchi navbatda, o'quvchi shaxsining o'zini, shu bilan bir qatorda, davlat, jamiyat hamda fan va ishlab chiqarishni rivojlantiruvchi omil darajasiga ko'tariladi. Tanqidiy fikrlashni dars jarayonida qo'llashni yosh davrlardan boshlash tavsiya etiladi [8. 254] va dars mashg'ulotlarini bolalarning yoshiga moslashtirish juda muhim, ammo iloji boricha ularning aqliy qobiliyatlaridan foydalanishga imkon berishga qaratilganligi muhim. Ta'lim jarayoni o'quvchilar tomonidan tanlangan turli yo'llarga moslashtirilib, takomillashtirilib borilgandagina ularda tanqidiy fikrlashni shakllantirishga zamin yaratiladi.

Ikkinchi sinfdan boshlab grammatikani o'zlashtirishga qaratilgan boshqa ta'limiy o'yinlarni ham tashkil etish mumkin. Masalan, "Kim savodxon?", Kim zukko?, "Men kimman?", "Zanjir", "Rolli o'yin", "So'z o'rnini top" kabi qiziqarli o'yinlar shular jumlasidandir. "Kim zukko?" o'yini imlo savodxonlikni oshirishda yaxshi natija beradi [4]. Bunda karton qog'ozga 5-6 ta so'z yozilgan bo'lib, so'zlar to'g'ri va noto'g'ri yozilgan bo'ladi. O'quvchilardan noto'g'ri yozilgan so'zni topib, to'g'ri yozib berish talab qilinadi. Qaysi o'quvchi noto'g'ri yozilgan so'zlarni to'g'ri va birinchi bo'lib yozib berishga qarab o'yin g'olibi aniqlanadi. Hozirgi ta'lim jarayonida o'quvchi sub'ekt bo'lishi lozim. Bunda ko'proq interfaol metodlarga e'tiborni qaratish ta'lim samaradorligini oshiradi. Ingliz tili darslariga qo'yilgan eng muhim talablardan biri mustaqil fikrlashga o'rgatishdir. Tadqiqotlar shuni ko'rsatadiki, tanqidiy fikrlash to'g'ri yoki tabiiy shakllanadigan qobiliyat emas, balki tanqidiy fikrlash o'qitiladi va o'rganiladigan jarayon desak mubolag'a bo'lmaydi. Tanqidiy fikrlashni rivojlantiruvchi mashg'ulotlarni dars jarayonida keng foydalanish - chet tillari o'qituvchilari o'z o'quvchilariga sifatli o'quv tajribasini taqdim etishlari uchun o'qituvchidan yuksak mahoratni talab etadi.

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TERMS AND TYPES OF ADDRESS

Umida Zayniyeva
JSPI, Student of Master's degree
Supervisor: PhD Nargiza Burieva

***Annotation:** In social life, people use language as a medium to communicate it is their way to organize and maintain their relationship with others. It is important to bear in mind that the purpose of people in conducting communication will affect its forms. Moreover, every society has its own way in conducting communication, especially in the way its' members address other people. Speaking about the address terms, sometimes people find it difficult to differentiate between greetings, summons, and address terms. This article discusses specific terms and types of treatment*

***Key words:** Adress, terms, nickname, addressee, greeting, solidarity.*

According to Chaika, addressing is different from greeting. First, addressing is used by people when they want to show their power or solidarity to other people, while greeting depends on the mood of the speaker. Second, people use the address terms to strengthen intimacy and power between people. On the other hand, people greet others only when they want to set the stage. Chaika adds that summon is used only when the speaker wants to get someone's attention and then the speaker will start the conversation after it. For examples, "Uh" or "Excuse me".

Robinson (in Wardhaugh, 2006:274) states in his hypothesis that some distinctions are made to determine the way people address someone else, especially those people who have some achievements in society. In such societies they may use basic forms of addressing terms. However, in a society where status is ascribed like in the royal family like in the United Kingdom, people tend to use finely graded address terms.

a. Types of Address Terms

When someone communicates with other people, he/she may use different style of language. It depends on the context of conversation that contributes to the choice of language. Moreover, when people engage in communication, they also include their social identity through the way they talk. Those people who come from different society will also have their own addressing or greeting styles.

Based on Chaika's theory, there are so many types of address terms that people can use to address other people. According to her, the types of address terms are first name (FN), title plus last name (TLN), title only (T), and last name (LN). Special nicknames (SN) are also often used among close friends. On the other side, Wardhaugh has his own types of address

terms. He states that the types of address terms are first name (FN), title plus last name (TLN), title alone (T), last name (LN), pet name (PN), and kinship term (KT).

1) First Name (FN) First naming is used to address other people by his/her first name. Wardhaugh states that the first name covers generic titles like “Mack”, “Buddy”, “Jack”, or “Mate”. According to Wardhaugh, the use of first name in communication indicates equality and familiarity, intimacy and in the same time it also shows an effort to assert some power to other people.

2) Title plus Last Name (TLN) The second type of address terms is title plus last name. According to Chaika, the use of title plus last name in communication indicates social distance and unfamiliarity between the speaker and the interlocutor. This type of address terms is usually used by a person who has relatively higher status than the other people who he/she wants to address. Age is a factor that can affect people to use such type of address term. Younger people usually use title plus last name to address older people.

This is in line with Wardhaugh’s theory. He states that this type of address terms indicates the unfamiliarity and unbalance power between the speaker

and the addressee. People with higher status tend to use it to address other people with lower status.

3) Title only (T)

Another type of address term is title only. It means that a speaker addresses his/her interlocutor only by his/her title, such as “Professor” or “Doctor”. According to Wardhaugh, the use of title only in addressing other people indicates the least intimate relationship. Title only usually used to determine the ranks of occupation. It can be concluded that the use of title only in addressing someone else is a sign that the speaker and the addressee have no close relationship or intimacy.

Chaika adds that certain titles like “Father”, “Sister”, “Rabbi”, and “Your Honor” are applied without adding the last name.

4) Last Name (LN)

Chaika states that the use of last name indicates that the speaker is more superior than addressee. She adds that the inferior will receive her/his last name alone while the superior will be addressed by her/his title plus last name. It can be

concluded that the use of last name in communication shows asymmetric power between the speaker and the addressee.

5) Special Nickname (SN)

Another type of address terms is special nickname. According to Chaika, this type of address terms is used in communication by the speaker and the addressee that has an intimate relationship, such as between close friends. She adds that special nickname also used as a sign of intimacy. The example of special nicknames are “Charles” turns into “Charlie”, “James” turns into “Jim”, “Daniel” turns into “Dan”, and “Patrick” turns into “Pat”.

6) Pet Name (PN)

Pet name is similar with special nickname that is proposed by Chaika (1982:49) in the previous description. However, Wardhaugh states that pet name indicates higher level of intimacy compared to the use of first name in addressing other people. The examples of pet name are “Honey” and “Sweetheart”.

7) Kinship Term (KT)

The examples of kinship term are “Father”, “Mother”, “Aunt”, and etc. Wardhaugh (2006:271) states that kinship term is related to generation and age-oriented. Luong (in

Wardhaugh, 2006:271) explains that Vietnamese create extensive function of kinship terms as one of the types of address terms such as “chau” that means “grandchild”, “ba” means “grandmother”, and “bac” that means “senior uncle/aunt”.

b. Functions of Address Terms

People will use different ways in addressing other people. For example, the way someone addresses his/her friend will be different from the way he/she addresses his/her teacher. Address terms that are used in communication have several functions.

A certain type of address term will bring different kind of functions. Chaika states that addressing is often part of greeting. Address and greeting can indicate the same meaning that show power and solidarity. The functions of the address term are to show intimacy, power differential, and respect. The relationship between the speaker and the addressee can be noticed from the use of certain types of address terms. Wardhaugh states that the use of first name in addressing someone else is a sign of intimacy between the speaker and the addressee but in the same time the speaker, can also, assert his/her power to the addressee. Besides the first name, people also used nickname to address other.

Special nicknames are usually used in daily conversation as a sign of intimacy. From the statement above it can be concluded that the use of first name in addressing someone else can be functioned to show intimacy or to show power differential. Wardhaugh explains further that the asymmetric use of title, title plus last name and first name points out the existence of differences in power. He also adds that in the case of mutual title plus last name, it shows inequality and unfamiliarity, and the mutual first name points out equality and familiarity. Usually people use such type of address terms to address their friends. People may use different types of address terms in their communication. Addressing by title alone indicates the least intimate form of address terms; it is because the title usually related to ranks of occupations.

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MAKTABGACHA TA'LIM MUASSALARIDA ESTETIK TARBIYANING VAZIFASI

Abdullayev Abduqayum Abdulkayevich
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrası mudiri, dotsent

***Rezyume:** Bugungi kunda ta'limda amalga oshirilayotgan islohatlar maktabgacha ta'lim tizimini ham chetlab o'tmadi. Maktabgacha ta'lim tizimiga yangicha yondashuv asosida noan'anaviy darslarni tashkil etishning mazmun-mohiyati, bog'cha yoshidagi bolalar tarbiyasiga e'tibor shuning jumlasidan. Yuqoridagilardan kelib chiqib maqolada maktabgacha ta'lim muassalarida estetik tarbiyaning mazmuni tahlil qilingan.*

***Tayanch so'zlar:** maktabgacha ta'lim, estetik tarbiya, estetik taraqqiyot, shaxsning estetik ongi, estetik idrok.*

Maktabgacha ta'lim muassasasi uzluksiz ta'limning birinchi qadami bo'libgina qolmay, balki faol, ijodkor va ma'naviy jihatdan boy shaxsni shakllantiruvchi ilk pog'ona hamdir. O'zbekiston Respublikasi Prezidentining 2017 yil 30 sentyabrdagi "Maktabgacha ta'lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi farmoni hamda "O'zbekiston Respublikasi maktabgacha ta'lim vazirligi faoliyatini tashkil etish to'g'risida"gi Qarori bunga dalildir. Maktabgacha ta'lim muassasa (MTM)larida ta'lim-tarbiya jarayonini yuqori saviyada tashkil etish tarbiyalanuvchilarga ta'limning keyingi bosqichlarida qiynalmasdan davom ettirishga imkoniyatlar yaratadi. Ta'lim samaradorligini ta'minlovchi asosiy shartlardan biri – bolalarning ingliz tiliga ijobiy munosabatini rag'batlantirish va turli xildagi ta'lim vositalaridan foydalanish hisoblanadi. Bu vositalar ichida pedagogik texnologiyaning muhim tarkibiy qismi hisoblangan didaktik o'yinlar asosiy o'rin tutadi. Shuningdek, dars samaradorligini ta'minlashda ta'lim vositalaridan foydalanish, darslarda muammoli vaziyatlarni vujudga keltirishga xizmat qiluvchi va texnologik xarakterdagi didaktik o'yinlarning imkoniyatlari beqiyosdir.

San'at va hayot go'zalligi bilan tanishtirib borish, hissini tarbiyalab qolmay, shu bilan bir birida uning xayol va fantaziyasini ham rivojlantiradi. Bolalarni go'zallikka oshno qilish ularda hayotiy voqealarni turri tushunish, olijanob his-tuyg'ularni va intilishlarni shakllantirishga yordam beradi. Bolalarda go'zallikni idrok qilishni tarbiyalash orqali ularda boshqa kishilarning kechinmalarini xis eta bilish, kishilarning xursandchiliklariga sherik bo'lish, qayg'usini birga baham kurish kabi xususiyatlar tarkib toptiriladi [4, 75].

Estetik taraqqiyot shaxsning estetik ongi, munosabati va estetik faoliyatining shakllanishi va takomillashuvida o'zoro talab etadigan jarayondir. Shaxsning estetik taraqqiyoti ijtimoiy-tarixiy va estetik tajribani ijodiy o'zlashtirish natijasida yuzaga keladi. Bu har xil yo'llar va shakllar orqali amalga oshiriladi. Shaxsning estetik jihatdan rivojlanishida ma'lum maqsadga qaratilgan ta'lim va tarbiya hal etuvchi rol o'ynaydi.

Estetik ehtiyoj-kishi borliqni, badiiy faoliyatni uning har xil ko'rinishlarida estetik idrok etishga undovchi subyektiv omildir. Estetik ehtiyoj guzallik turrisidagi fanning rivojlanish qonuniyatlarini yanada chuquroq o'rganishga undaydi [2].

Estetik qiziishq shaxsni san'at asarlarini, tevarak-atrofdagi borliqni estetik idrok etishga va estetik faoliyatga yunaldiradi. Estetik qiziqish estetik ehtiyojni yuzaga keltiradi. "Estetik tarbiya" tushunchasi bilan bir qatorda "badiiy tarbiya" tushunchasi ham mavjuddir [1].

Badiiy tarbiya san'at asarlari orqali tarbiyalashdir. U shaxsda san'at asarlarining shakl va mazmunini estetik idrok etishni rivojlantirish, badiiy didni shakllantirish va san'atning ma'lum turlari buyicha ijodiy faoliyatni, ijrochilik qobiliyatini rivojlantirishga qaratilgandir. Uning natijasi fiksing paydo bulishida, uni amaliy faoliyatda qo'llashda, o'z bilim va taassurotlarini qo'sha bilishda, histuyg'ulari va fikrlarini samimiyat bilan ifodalashda namoyon bo'ladi.

Estetika tabiatdagi, jamiyatdagi moddiy va ma'naviy madaniyat buyumlarida aks etgan, shuningdek estetik ongning paydo bulishi, rivojlanishi va vazifasi to'g'risidagi qonuniyatlarni, obyektiv borliqni estetik bilishning muhim usullaridan biridir. Go'zallik bilan uchrashish kishida estetik his, ruhiy hayajon, begaraz quvonch uygotadi.

Estetik xisda idrok etilayotgan voqelikka nisbatan xudbinlik oxangi, shaxsiy manfaat nuqtai nazaridan garazli qarashlar bo'lmaydi. N.G. Chernishevskiy bu to'g'rida shunday yozadi: «Kishidagi go'zallik hosil qilgan sezgi, odam eng yaqin kishisi bilan uchrashganda paydo bo'ladigan porloq quvonchga o'xshaydi. Biz go'zallikni beqiyos sevamiz, undan eng yaqin kishimizni uchratganda quvongandek завкланиб quvonamiz». Go'zallik insoniyatning butun tarixiy taraqqiyoti davomida yaratiladi va madaniy-tarixiy tajribaning bir qismini tashkil etadi. Uning mavjudligi, obyektivligi yosh avlodga estetik tajribani sistemali ravishda singdirish va shu orqali ularning estetik tomondan taraqqiy etishini ta'minlaydigan estetik tarbiya nazariyasining faol usullarini ishlab chikishga yo'naltiradi. Bunda tarbiya va ta'lim jamiyatning estetik madaniyatini o'zlashtirishning asosiy vositasi xisoblanadi. Estetik va ahloqiy tarbiyaning o'zaro bogliqligi shundaki, kishining go'zallikni idrok etishdan uvonishi uning boshqa kishilarga yaxshilik qilganidan xursand bo'lishiga o'xshab ketadi [6].

Aksincha, go'zallikni ko'ra bilmaslik, undan zavqlanmaslik yomon ishlarni qilishga olib keladi [5]. San'atning tarbiyaviy kuchi shundaki, u odamni hayotdagi voqealarni, hodisalarni chuqur his-hayajon bilan idrok etishga majbur etadi. Estetik tarbiy mehnat tarbiyasi bilan chambarchas bogliqdir. Mehnat faoliyati bolalarni quvontiradi, ular bironta foydali ishni bajarayotib kerakli narsani yasayotib, o'zlarining kuch va imkoniyatlari o'sib borayotganini sezadilar. «Go'zallik quvonchisiz mehnat quvonchi bo'lmaydi,- deb yozgan edi V. A. Suxomlinskiy,- ammo bo'larda go'zallik bola ega bo'layotgan narsa emas, balki birinchi navbatda u yaratayotgan narsadir. Mehnat quvonchi - bu turmush quvonchidir». Agar inson estetik jihatdan tarbiyalangan bo'lsa, u xar qanday qiyin ishda ham go'zallikni ko'ra oladi va uni yaxshi, zo'r shavq-zavq bilan bajaradi. San'at uzining hissiy ta'sir kuchi bilan kishining faqat hissini emas, fikr va irodasini ham maftun etadi, uning tarbiyalovchi roli ham mana shunda namoyon bo'ladi, shuning uchun u estetik tarbiyaning mazmuni va vositasi xisoblanadi.

Estetik tarbiya axloqiy, aloqiy, mehnat va jismoniy tarbiyabilan chambarchas bog'liqdir. Estetik va ahloqiy tarbiyaning o'zaro bog'liqligi shundaki, kishining go'zallikni idrok etishdan quvonishi uning boshqa kishilarga yaxshilik qilganidan xursand bo'lishiga o'xshab ketadi. Aksincha, go'zallikni ko'ra bilmaslik, undan zavqlanmaslik yomon ishlarni qilishga olib keladi. San'atning tarbiyaviy kuchi shundaki, u odamni hayotdagi voqealarni, hodisalarni chuqur his-hayajon bilan idrok etishga majbur etadi.

Estetik tarbiy mehnat tarbiyasi bilan chambarchas bog'liqdir. Mehnat faoliyati bolalarni quvontiradi, ular bironta foydali ishni bajarayotib kerakli narsani yasayotib, o'zlarining kuch va imkoniyatlari o'sib borayotganini sezadilar. «Go'zallik quvonchisiz mehnat quvonchi bo'lmaydi,- deb yozgan edi V.A. Suxomlinskiy,- ammo bularda guzallik

bola ega bo'layotgan narsa emas, balki birinchi navbatda u yaratayotgan narsadir. Mehnat quvonchi-bu turmush quvonchidir».

Agar inson estetik jihatdan tarbiyalangan bo'lsa, u har qanday qiyin ishda ham go'zallikni ko'ra oladi va uni yaxshi bajaradi. Estetik va jismoniy tarbiya o'rtasida mustahkam bog'lanish bor. Kishining mustahkamligi, jismoniy kamolotisiz uning go'zalligini tasavvur etib bo'lmaydi. Uning chiroyli gavda tuzilishi, harakatlarni chiroyli bajarishi, musiqa ostida chiroyli xarakterlar qilishi va xokazolar shular jumlasiga kiradi [3].

Ko'pchilik pedagog va psixologlarning tadqiqot ishlari bolalarning ijodiy faoliyatlari, hissiyotlari, estetik tasavvurlarining o'ziga xos xususiyatini va ulardagi estetik tasavvur va hissiyotlarning qanday rivojlanishini ochib bergan. Bu tekshirishlar bolalardagi estetik tasavvur va issiyotlarni rivojlantirishni ulardagi ijodiy qobiliyatlarni rivojlantirish bilan birga qo'shib olish borish kerak [7], degan xulosaga olib keldi. Estetik tasavvurning o'ziga xosligi shundaki, idrokning boshqa turlariga qaraganda narsalarni his qilish shakli «ko'rinadigan» va «eshitiladigan» narsalar butunlay boshqa mazmun kasb etadi. Oddiy idrok qilishda narsalarning ko'rinishi, ohangdorligi unchalik muhim bulmay, balki uning ahamiyati muhimdir. Estetik idrok qilishda sa eng muhimi idrok qilayotgan narsaning obrazi, uning ifodali tomonlarini, nozik ranglarini ko'ra bilish talab qilinadi. Shuning uchun estetik tarbiya yuqori darajadagi sensor madaniyatni, kuzatuvchanlikning rivojlangan bo'lishini talab etadi. Kishi narsa va hodisalarga go'zallik mezoniga asoslangan holda, alohida qadr-qiymat bilan yondoshgandagina estetik kechinmalar paydo buladi. Estetik hislar fikrlash bilan bevosita bog'liqdir.

Estetik kechinmalarda hap doim xayol ishtirok etadi, bu siz guzallikni idrok etish ham, ijodiy faoliyatni rivojlantirish ham mumkin emas. Xayol faoliyat jarayonida shakllanadi. O'yin, rasm chizish, ertaklarni eshitish xayolning ishlashini talab etadi. Dastlabki va xayol faoliyat jarayonida narsalar bilan ta'sir etish natijasida yuzaga keladi. Keyingi bosqichlarda esa ijodiy faollikning tashqi shakllaridan sekin-asta fikrlashga utadi. Bola rayem chizganda yoki uynaganda obrazni tasvirlashdan yoki ifodalashdan oldin shu obrazni xayolida yaratadi. Badiiy asarlarni idrok qilganda ham xuddi shunga uxshash voqea yuz beradiki, bolalar asardagi qahramonlarga xayolan qo'shilib, ularning xatti-xarakatlarida uz xayollari bilan qatnasha boshlaydilar.

Demak, estetik kechinmalar murakkab xodisa bo'lib, hissiyotlar, xayol va fikrning faol ishlashini, o'z fikr va hissiyotlarini ifodalashga, faoliyatga ehtiyoj turilishi kabi xususiyatlarni o'z ichiga oladi.

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XALQ OG‘ZAKI IJODI NAMUNALARI VOSITASIDA MAKTABGACHA YOSHDAGI BOLALARNI MA’NAVIY-AXLOQIY TARBIYALASH

Abdullayev Abduqayum Abdulxayevich
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta’lim kafedrasini mudiri dotsent

***Rezyume:** Maqolada xalq og‘zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalash hamda nutqini rivojlantirish masalasi tahlil qilingan. Zero maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalashda alla-qo‘shiqklarining ijtimoiy-g‘oyaviy mazmuni va tarbiyaviy ta’siri, xalq ertaklaridan maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalashda foydalanish mazmuni va xalq maqollari vositasida maktabgacha yoshdagi bolalarda dastlabki xulq-atvor madaniyatini shakllantirishda muhim ahamiyat kasb etadi.*

***Tayanch so‘zlar:** xalq og‘zaki ijodi namunalari, ma’naviy-axloqiy tarbiyalash, maktabgacha ta’lim muassasasi.*

Davlatimiz rahbari bolalar tarbiyasi jarayonida o‘z ishini puxta biladigan, malakali va har bir bolaga individual yondasha oladigan pedagog-kadrlarni jalb qilgan holda, ularni go‘daklardan fikr va tafakkurni to‘g‘ri shakllantirib bormasak, kelajakda yuksak saviya, bilim va ma’naviyatga ega bo‘lgan barkamol avlodni tarbiyalash, yosh avlodni tarbiyalashning asosiy bo‘g‘ini bo‘lgan maktabgacha ta’lim tizimini rivojlantirishga alohida e’tibor qaratilishi lozimligini ta’kidlaganlar.

Zamonaviy maktabgacha ta’lim muassasalari tarbiyachilari ushbu vazifalarni hal etish uchun tashkiliy jihatdan ham, mazmuniy jihatdan ham maktabgacha ta’limning integrativ xarakterini, o‘zining bo‘lajak kasbiy faoliyatining integrativ yo‘nalganligini aniq his qila olishi zarur. Bo‘lajak maktabgacha ta’lim tarbiyachilarining kasbiy tayyorgarligida integratsiyalash zarurati unda kasbiy kompetentlikni shakllantirish samaradorligini belgilab beruvchi asosiy shartlardan biri hisoblanadi. Boshqacha aytganda, integrativ yondashuv nuqtai nazaridan ko‘rib chiqilgandagina bo‘lajak maktabgacha ta’lim tarbiyachilarining metodik tayyorgarligi samarali bo‘ladi.

Maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalashda alla-qo‘shiqklarining ijtimoiy-g‘oyaviy mazmuni va tarbiyaviy ta’siri, xalq ertaklaridan maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalashda foydalanish mazmuni va xalq maqollari vositasida maktabgacha yoshdagi bolalarda dastlabki xulq-atvor madaniyatini shakllantirishda muhim ahamiyat kasb etadi.

1). Alla bolalarni ruhiy-hissiy, ma’naviy-axloqiy tarbiyalashda muhim tarbiya vositasi hisoblanadi;

2). Alla vositasida bola atrof-muhit, ijtimoiy borliq bilan tanishtiriladi;

3). Allalarda faqatgina ezgu-g'oyalar kuyga solinadi, bu bolalarda tinchlantiruvchi, orom baxsh etuvchi xususiyatga ega bo'ladi;

4). Alla kuylanganda bolada mehr-muhabbat, samimiyat, umid, ishonch, orzumandlikning ilk kurtaklari shakllantiriladi.

Ertak – xalq og'zaki poetik ijodining asosiy janrlaridan biri, to'qima va uydirmaga asoslangan sehrli sarguzasht va maishiy xarakterdagi epik badiiy asar. Maktabgacha yoshdagi bolalarga aytib, o'qib, hikoya qilib beriladigan ertaklardan ko'zlangan maqsad, birinchidan, bolalarni insoniy fazilatlar asosida tarbiyalash bo'lsa, ikkinchidan bo'lsa bolalarni dunyoqarashini o'stirish, ularda diqqat, xotira, tasavvur va motivlarni shakllantirishdan iboratdir.

Maktabgacha yoshdagi bolalarning ma'naviy-axloqiy, aqliy, jismoniy, psixik rivojlanishlariga mos keladigan, o'zida ma'naviy-axloqiy sifatlarni jam qilgan ertaklar klassifikatsiyalangan. Bu ertaklarda o'rtoqlik va do'stlikning olijanoblighi, kamtarinlik, saxiylik, to'g'riso'zlik, vatanpravarlik, mehnatsevarlik, insonparvarlik fazilatlarini targ'ib qiluvchi jarayonlarni aynan maktabgacha yosh davridan boshlash va unga amal qilish zarurligi targ'ib qilinadi va bolalarni ham shu ertakdagi ijobiy obrazlardan namuna olishga undaladi.

Maqol xalq og'zaki badiiy ijodining keng tarqalgan janrlaridan biridir. Maqollar asosan hayotiy tajribalar asosida maydonga keladi. Asrlar bo'yi og'izdan-og'izga o'tib kelayotgan maqollarda keng mehnatkash xalq ommasining dunyoqarashi, jamiyat va mehnatga munosabati, ota-onaga hurmat va Vatanga cheksiz sadoqat motivlari mujassamlashgan. Shuningdek, maqollarda xalq orzu-umidlari, insonparvarlik hislari ufurib turadi.

Maqollar mavzu jihatidan boy, xilma-xil va rang-barangdir. Ularda ona - Vatanni sevish, do'stlik, birodarlik, dushmanga nafrat, ahillik va birdamlik g'oyalari, yaxshilik, halollik, to'g'rilik hamda rostgo'ylik ulug'lanadi, yomonlik, yolg'onchilik va qalloblik esa qoralanadi:

Maktabgacha ta'lim muassasalarida mashg'ulotlarda maqollardan foydalanish bolalarning nutq malakasini shakllantirishi, ularda hayotiy tushunchalarning boyitishi, eng asosiysi, har bir maqol mazmunidagi insoniy fazilatlar; vatanparvarlik, mehnatsevarlik, ota-onaga hurmat, kichiklarga izzat, do'stlik va uni qadriga yetish, kamtarinlik, rostgo'ylik, halollikka o'rgatish va aksincha, yomon illatlardan holi bo'lishga da'vat etilishi masalalari o'z aksini topgan.

Jumladan, maktabgacha ta'lim muassasalari tarbiyalanuvchilarida nutqiy vazifalarni hal etish uchun u yerda turli shartsharoit yaratish muhim zamin hisoblanadi. Bunday sharoit bolalarda gapirish, atrofdagilarni nomlash, nutkiy muomalaga kirishish istagini tug'dirishi kerak.

Bola nutqini to'g'ri shakllantirishning umumiy vazifalarini aniqlashtirar ekanmiz, uning tarkibiy qismlariga to'xtalishga to'g'ri keladi. O'zaro aloqadorlikdagi bunday vazifalarni shartli ravishda yettitaga ajratish mumkin. Ular til va nutqning asosiy komponentlariga muvofiq keladi.

1. Lug'atni o'stirish. Maktabgacha yoshdagi bolalar tilning asosiy lug'at fondidan so'z o'zlashtiradi. Ularni tanlash atrofdagilarning lug'ati, bolaning atrof hayotni mo'ljal olishi va boshqalar bilan bog'liq bo'ladi.

Maktabgacha ta'lim muassasida lug'at ustida ishlash dasturi mavjud. U tarbiyachiga bolalarni so'z tanlashga o'rgatish uchun mo'ljal olishga yordam beradi. Tarbiyachi, avvalo,

bolaning atrofdagilar bilan normal muomalada bo'lishi uchun muvofiq so'zlarni tanlaydi. Bunday so'zlarni bolaning o'z holicha tanlashi qiyin. To'g'ri, bola ularni o'zlashtiradi, ammo kattalarning yordami bo'lmasa, tartibsiz ravishda, sekinlik bilan, qiyinchilik va xatolar bilan o'zlashtiradi. Tarbiyachi maxsus usullarda yo'nalish beradi. Natijada u bola zarur so'zlarning ma'nosini bilib va tushunibgina qolmasdan, balki ularni o'z nutqida faol qo'llay olishiga, bolalarda so'zga qiziqish va e'tibor oshishiga ham erishadi. "Nega shunday deyiladi?", "Shunday deyish mumkinmi?", "Shunday qilib yaxshiroq, aniqroq aytish kerak?" kabi usullar shular jumlasidandir.

Og'zaki nutq madaniyatiga o'rgatib, tarbiyalay borib, bolalarni qo'pol iboralar va oddiy so'zlashuvdagi so'zlardan qochish, ularni adabiy tildagi muqobillari bilan almashtirishga o'rgatadi. Lug'at ishi bolalarni atrof-muhit bilan tanishtirishga bog'liq ravishda amalga oshiriladi. Qaysi bir narsa va hodisani bildiruvchi so'zlar to'g'risidagi xabar o'sha ob'ektlar bilan tanishtiruvchi umumiy o'kuv-tarbiyaviy jarayonda beriladi.

2. Nutkning grammatik tomonini shakllantirish. Lug'at til uchun qurilish materiali hisoblanadi. Grammatika so'zlarning o'zgarishi va ularning gapda ko'shilish yo'llarining me'yorlarini o'rgatadi. Byndan tashqari, tilning konstruktiv modellarini (so'z yasash, so'z o'zgartirish) belgilaydi.

Bola atrofdagilardan grammatik shakllangan nutq eshitadi. Eshitganlarini fikr qilib, grammatik qurilishni o'zlashtiradi, til modelini angelaydi. Tarbiyachi bolalar bilan xilma-xil nutqiy amaliyotlar tashkil etadi. Til o'rgatish tizimiga turli mashqlar kiritadi. Bu mashqlar bolalar e'tiborini ancha murakkab, shu bilan birga, ular uchun zarur jumla yoki birikma, ibora tuzilishlariga tortadi. Shuningdek, bu mashqlar ular nutqida ona tilning morfologiyasi va sintaksisiga oid ma'lum qoidalarni mustahkamlaydi. ("Biz orzuga erishsak ..." -nutqda istak maylini qo'llash mashqi. "Karim Ahmadning kitobini so'radi" - bosh va qaratqich kelishiklaridagi otlarni qo'llash mashqi. "Men boshlayman, sen esa tugalla"- sodda yoyiq gaplarni, bog'lovchisiz qo'shma gaplarni qo'llash mashqi va boshqalar.) Tarbiyachi bolalarni ular uchun yangi bo'lgan grammatik shakllar bilan tanishtiradi, ancha qiyin shakllarni to'g'ri qo'llash ko'nikmalarini mustahkamlaydi, oxir oqibatda, grammatik jihatdan to'g'ri gapirishga odatlantiradi.

3. Nutqning tovush madaniyatini tarbiyalash. Bola, eng avvalo, tilning tovush qurilishini, tovushni to'g'ri talaffuz qilish ko'nikmasini egallashi kerak. Nutqning tovush tomoni ustidagi ish o'zbek tili fonetikasi va orfoepiyasi ma'lumotlariga asoslanadi. Bola taqlid qilib va odatlana borib, kattalarning ta'sirida so'zlarda ypg'y tizimini, ona tilning intonatsion (ohang) qurilishi, so'zlarning talaffuzini mo'ljalli ravishda o'zlashtirib oladi. Bolaning nutqiy muomala chog'ida fe'l-atvor madaniyatiga o'rgatish ham muhimdir. U so'zlaganda, samimiy ohang, so'zlovchiga diqqat bilan qarash, yangi jamoada o'zini tuta bilish va boshqalarga odatlanishi kerak.

Nutqning eng muhim xususiyati uning ifodaliligidir. Bolalarda bu fazilatni tarbiyalash ularning ertangi kuni uchun zarurdir. Chunki bunday bolalar ulg'ayib, ko'pchilik oldida so'zlashda chechan bo'ladilar, notiqlikda o'zini ko'rsata oladilar. Shuning uchun bolalarda tabiiy ifodali nutqni tarbiyalash lozim. Ularning nutqi ifodalarga boy, so'zlashganda ko'zlari charaqlab, yuzlarida va harakatlarida fikri va his-hayajonlari aks etib tursin.

Maktabgacha yosh ana shunday odat va ko'nikmalarni hosil qilishga eng qulay davrdir.

4. So'zlashuv (dialogik) nutqni shakllantirish. Bolalarda o'zlariga qaratilgan nutqni tinglash va tushunish, suhbatni qo'llab-quvvatlash, savolga javob berish va so'rash

ko'nikmalarini hosil qilish lozim. Bog'lanishli so'zlashuv nutkining darajasi bolaning lug'at boyligi va tilning grammatik kurilishini qay darajada egallaganligi bilan bog'liqdir. So'zlashuv nutqi suhbatdosh bilan muomala sifatida suhbat chog'ida o'zni tuta bilish, odobli bo'lish, madaniyat saqlash kabilarni ham taqazo etadi. Tarbiyachi bolalar suhbatining mazmundor bo'lishiga ta'sir ko'rsatadi, bir-birlaridan yangiliklarni bilib olish xohishlarini rag'batlantiradi. Shuningdek, tarbiyachi bolalarga, agar ular kattalardan mehnatlari, dam olishlari va boshkalarni so'rasalar, ko'p narsalarni bilib olishlari mumkinligini ham aytib qo'yishi kerak.

5. Hikoya qilishga (monologik nutqqa) o'rgatish. Monologik nutqni egallash bolalarni maktabga tayyorlash uchun muhimdir. Maktabda esa bu fazilat mustahkamlanadi. Bog'lanishli nutq tafakkurning, uning turli xususiyatlarining shakllanishiga yordam beradi. Bundan tashqari, hikoya bolaning so'z boyligini hosil qilishiga, jumla tuza olishiga, mazmunni kompozitsiyaga sola olishiga yordam beradi. Bunda bolada ko'rgazmali bo'lmagan har qanday og'zaki hikoyani tinglay olish, ularni tushunish, so'ng esa tinglaganlariga taqlid qilish, ya'ni o'ziga ham qayta hikoya qilish ko'nikmalari hosil bo'ladi.

Shuningdek, maktabgacha yoshdagi bolalarga o'zlari ham oddiy hikoyalar tuzish o'rgatiladi. Ularning mazmunida ham, shaklida ham bolaning mustaqilligi va ijodiy faolligi ifoda topishi kerak.

Maktabgacha ta'lim muassasida shoshilmasdan, o'z fikrini o'ylab, tinglovchilarga murojaat qilib hikoya qilish ko'nikmalari tarbiyalanadi. Shuningdek, notanish davrada, masalan, bayramlarda, kattalar ishtirokida, boshqa guruhlarda so'zlashga ham odatlantiriladi. Bu esa nutkning takomillashuviga yordam beradi, topqirlikni, jamoada o'zini tuta bilish ko'nikmalarini rivojlantiradi.

6. Badiiy adabiyot bilan tanishtirish. Maktabgacha ta'lim muassasidagi tarbiyalanuvchilar bolalar adabiyotining eng yaxshi asarlari bilan tanishtiriladi. Tarbiyachi bolalarda ayrim oddiy ko'nikmalarni tarbiyalaydi. Bular badiiy asarni tinglash va tushunish, uning qahramonlari to'g'risida mulohaza bildirish kabilardan iboratdir. Bolalar ayrim mazmunan sodda va oson she'rlarni eslab kolishlari, ifodali o'qishlari, yod aytishlari lozim. Bu vazifalarning barchasi bolada axloqiy qiyofa va estetik tuyg'ularni tarbiyalash bilan chambarchas bog'liq. Tarbiyachi har bir bolada suratlarni tomosha qilish va o'qishga qiziqish uyg'otishi, kitob bilan to'g'ri muomala qilishga, o'z bilimlarini o'rtoqlari bilan baham ko'rishga o'rgatishi kerak. Shunga erishish kerakki, bog'chada badiiy so'z bolalarning doimiy hamrohiga aylansin. U kundalik so'zlashuv nutqida yangrab tursin, tantanali, bayramona kayfiyat baxsh etsin, inssenirovkalar, dramalashtirilgan o'yinlar, kinofilmlar orqali jonlanib, bolalar bo'sh vaqtini to'ldirib tursin.

7. Bolalarni savodxonlik ta'limiga tayyorlash. Maktabgacha ta'lim muassasida bolalar nutqini o'stirish bo'yicha butun pedagogik ish ularni maktabda o'qishga tayyorlashga xizmat qiladi. Maktabda esa bolaning to'g'ri og'zaki nutqi, boshqalarni tinglash, ularning suhbatiga aralashib, fikr va munosabat bildirish, zarur bo'lganda, o'rtog'ining javobini to'lg'azish yoki tuzatish ko'nikmalari darkordir. Nutq bolalarga tahlil predmet bo'lib qoladi. Bu esa ularga katta qiyinchilik bo'lib tuyuladi. Maktabda muvaffaqiyatli o'qish uchun quyidagi sifatlar muhim ahamiyat kasb etadi: pedagog tomonidai aytilganlarni tinglay olish, o'z fikrini yoyiq sodda gaplarda, uncha katta bo'lmagan bog'lanishli hikoyalarda, aniq, ochiq-oydin, grammatik jihatdan turli ifodalay olish.

Bu ko'nikmalar bolalarda, asosan, yuqori va tayyorlov guruhlarida maqsadli-mo'ljalli yo'nalishda hosil qilinadi. Shu bilan birga, olti yoshli bolalarga savod o'rgatish ishlari ham

olib boriladi. Bolalar nutqning tovush tahlili bilan shug'ullanadilar, uch so'zdan gap tuzadilar va boshqalar.

Shunday qilib, biz bolalar nutqini o'stirishning yettita asosiy vazifasini ajratamiz. Bu vazifalarning ko'pchiligi maktabgacha ta'lim muassasining barcha yosh guruhlarida hal etiladi. Faqat ularning aniq mazmuni hap xil bo'ladi. Chunki u bolalarning yosh imkoniyatlariga bog'liqdir. Ko'rsatilgan vazifalarning har biri ham ta'limiy, ham tarbiyaviy jihatga ega. Nutq o'stirish jarayonida shaxsning aqliy sifatlari shakllanadi, axloqiy, estetik tarbiyaning muhim vazifalari hal etiladi.

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МАКТАБГАЧА ТА'ЛИМ МУАССАСАЛАРИ РАХБАРЛАРИДА HUQUQIY TARBIYANI RIVOJLANTIRISH

Atabekov Fozil O'razali o'g'li
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrasi dotsent vazifasi bajaruvchisi,Abduqodirova
Mushtariybonu Akmaljon qizi
Abduvaliyeva Muxabbat Abdumalik qizi
Maktabgacha va boshlang'ich ta'limda jismoniy tarbiya va sport

***Rezyume:** Maqolada maktabgacha ta'lim muassasalari rahbarlarida huquqiy tarbiyani rivojlantirish masalasi yoritilgan. Zero, bugungi kunda huquqiy ongni rivollantirmasdan tizimni boshqarish zalolatga eltuvchi yo'l hisoblanadi.*

***Tayanch so'zlar:** ta'lim, tarbiya, faoliyat, huquq, tarbiyachi, bola, shaxs, maktabgacha ta'lim, rivojlanish.*

Tarbiyachining axborotli hujjatlariga kiritilgan vazifalari suhbat mavzusida qanday qonun, qonuniy islohatlarni tushuntirmoq, asosiy maqsad nimaga qaratilganligini bilib olmoqdan iborat. Masalan, voyaga yetmaganlarning huquqbuzarligining oldini olish bo'yicha ta'lim-tarbiya: jinoiy, moddiy, intizomiy, huquqbuzarlikda voyaga yetmaganlar qanday harakatlari uchun javobgar bo'lishlariga taalluqli hujjatlarni to'plashdan iborat. Tinglovchilar

xususiyatiga bog`liq omillarda tarbiyachi tinglovchilarning qabul qilish darajasi, yoshiga, maxoratiga va boshqa xususiyatlariga e`tibor bergan holda tarbiya usulini tanlashdan iborat.

Jamiyat va davlat ijtimoiy faol va qonunga itoatkor fuqarolarni tarbiyalashdan manfaatdordir. Davlat jamiyat madaniy hayotining tarkibiy qismi bo`lmish huquqiy madaniyat to`g`risida alohida g`amxo`rlik qiladi. Huquqiy ta`limning maqsadi har bir kishiga amaliy faoliyatda zarur bo`ladigan huquqiy bilimlarni belgilangan davlat standartlaridan kam bo`lmagan hajmda olish imkoniyatini berishdan iboratdir. Tarbiyaviy va o`quv ishlari shaxsning huquqiy ong darajasini inson, jamiyat, davlat manfaatlariga javob beradigan eng umumiy yuridik prinsiplar va normalarni anglab yetishga qadar oshirishga yo`naltirilishi lozim.

Huquqiy ta`lim uzluksiz bo`lib, yoshlikdan boshlab berib borilishi lozim. Bolalar maktabgacha tarbiya muassasalaridayoq xulq-atvor qoidalaridan xabardor bo`lishi, ma`naviy va ba`zi huquqiy normalar to`g`risida boshlang`ich tushunchalar olishi, kelgusida o`quv davomida bu bilimlar kengaytirilishi va chuqurlashtirilishi, aniq ifodalangan huquqiy xususiyat kasb etishi zarur.

Huquqiy axborotdan barchaning erkin foydalana olishini ta`minlash, har kimga o`zining huquqiy bilimlarini oshirish uchun real sharoit yaratish fuqarolarga o`z huquqlari va erkinliklarini tegishli tarzda amalga oshirish, burchlarini bajarish, jamiyatning siyosiy hayotida ongli va faol ishtirok etish imkonini beradi. Huquqiy ta`lim-tarbiyaning o`tmishdan qolgan faqat bir tomonlama axborot berish - ma`rifatchilikka yo`naltirilganligini bartaraf etib, uni qonuniylikni mustahkamlash, fuqarolarning huquqlari va erkinliklarini muhofaza qilish vazifalari bilan uzviyrog` bog`lash zarur. Shuni muttasil nazarda tutish kerakki, huquqiy ta`lim- tarbiya insonlarni huquq, qonuniylik ruhida tarbiyalash, huquqiy ma`rifat, qonunga hamda huquqqa nisbatan ijobiy munosabatni shakllantirish bilan cheklanib qolmay, balki shaxsning ijtimoiy-huquqiy faolligida, uning huquqiy madaniyatida o`zining tugalifodasini topadi.

Aholining huquqiy tarbiyasi va ta`limini takomillashtirishga ta`lim va tarbiyaning hali foydalanilmagan mexanizmlarini yaratish, ulardan samarali foydalanish, tarbiya va ta`limning yangi shakllari va vositalarini joriy etish, moddiy-texnika negizini kuchaytirish yo`li bilan erishiladi.

Huquqiy tarbiya va ta`limni kuchaytirishning asosiy choralari quyidagilardan iborat:

- davlat huquqiy tarbiya va ta`limning asosiy tashkilotchisi sifatida ta`lim va tarbiyaning usullari va vositalarini, bu faoliyat bilan bevosita shug`ullanayotgan muassasalar tuzilmasini muntazam ravishda takomillashtirib boradi;

- huquqiy tarbiya va huquqiy ta`limning muqobil tizimlarini shakllantirishga yordam beradi;

- aholi huquqiy madaniyatini oshirish borasida davlat tuzilmalari va jamoat birlashmalarining keng hamkorligini ta`minlash;

- ushbu faoliyatni muvofiqlashtirish, kechiktirib bo`lmaydigan va istiqboldagi vazifalarni aniqlash O`zbekiston Respublikasi Adliya vazirligi va yuristlar jamoat birlashmalari faoliyatining eng muhim yo`nalishlaridan bo`lib qolishiga erishish;

- huquqiy tarbiya va ta`limning ta`lim-tarbiya muassasalari tomonidagina emas, balki huquqni muhofaza qiluvchi organlar, davlat organlarining va korxonalarining (muassasalar, tashkilotlarning), shuningdek mahalliy davlat hokimiyati organlarining yuridik xizmatlari xodimlari ishtirokida ham amalga oshirilishi;

- huquqiy ta'lim va huquqiy tarbiyaning ularni maktabgacha tarbiya muassasalarida, umumta'lim o'rta maktablarda, akademik liseylarda, kasb-hunar kollejlarda, oliy o'quv yurtlarida olib borilishini nazarda tutuvchi normativ va o'quv-uslubiy mezonlarni ishlab chiqish, tasdiqlash hamda yangi o'quv fanlarini joriy qilish;

- huquqiy fanlar asoslarini chuqur o'rgatadigan o'quv yurtlari va ularda tayyorlanadigan yuridik kadrlarning sonini iqtisodiy, ijtimoiy, demografik vaziyat va jamiyatning tegishli mutaxassislariga bo'lgan ehtiyojini belgilovchi boshqa omillar e'tiborga olingan holda aniqlash;

- darsliklar, o'quv qo'llanmalari va boshqa adabiyotlar tayyorlash va nashr etishni davlat tomonidan qo'llab quvvatlashni kuchaytirish;

- ta'lim va tarbiya muassasalariga dahldor bo'lmagan shaxslarning (ishchilar, xizmatchilar, uy bekalari, pensionerlar, harbiy xizmatchilar va boshqalarning) huquqiy tarbiyasi va huquqiy ta'limi tizimini takomillashtirish. Bu ishga davlat yuridik o'quv yurtlari, huquqni muhofaza qiluvchi organlar, ilmiy-tadqiqot institutlari, huquqshunos olimlar va boshqalarni jalb qilish;

- yuridik o'quv yurtlarining moddiy-texnika negizini mustahkamlash kabilar tashkil qiladi.

Mamlakatda fuqarolik jamiyatini shakllantirish, siyosiy-huquqiy tizimni takomillashtirish sharoitlarida huquqiy madaniyatni yuksaltirishning yangi vositalari va usullarini joriy etish lozim.

Huquqiy madaniyatni shakllantirishning vosita va usullarini takomillashtirish maqsadida:

- fuqarolar bilan olib boriladigan huquqiy ishlar saviyasini oshirish hamda huquqni muhofaza qiluvchi organlarning va o'quv yurtlarining kadrlar bilan yetarli ta'minlanishiga erishish;

- mansabdor shaxslarning huquqiy bilimi va huquqiy madaniyati darajasiga nisbatan alohida talablar ishlab chiqish kerak. Chunki ular qonunlarni qat'iy ijro etishga, huquqning so'zsiz amal qilishini ta'minlashga, huquqiy siyosatni shakllantirish va amalga oshirishga da'vat etilganlar.

Huquqiy bilimlarni davlat idoralarigina emas, balki jamoat birlashmalari tomonidan ham ommalashtirish jamiyatda huquqiy madaniyatni oshirishning yangi shakllari jumlasiga kiradi.

Demak huquqiy bilimlar targ'iboti – huquqiy tarbiyaning muhim shakli bo'lib hisoblanadi. Huquqshunos – lektorlar, olimlar va prokuraturalar, sudlar, militsiya, adliya organlarining amaliyotchi xodimlari respublikada, shu jumladan, voyaga yetmaganlar orasida huquqiy targ'ibot ishlarini olib borishadi. Bunday ishlarning asosiy maqsadi- davlat va huquq nazariyasi, yuridik bilimlarning ommalashtirilishi, huquqiy meyorlar va qonunchilikning demokratik printsiplarini tushuntirib berishidan iborat. Huquqiy targ'ibot aholining, huquqiy ta'limining, huquqiy ongi va huquqiy madaniyatini oshirish, huquqbuzarliklarning oldini olish va ogoxlantirishning muhim vositasi hisoblanadi.

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MAKTABGACHA TA'LIM MUASSASALARIDA EKOLOGIK TARBIYA MAQSADI

Atabekov Fozil O'razali o'g'li
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrasi dotsent vazifasi bajaruvchisi,
Turdiyev Shaxzod Nuridin o'g'li
Abdunazarov Sohibbek Bekmurot o'g'li
Maktabgacha va boshlang'ich ta'limda jismoniy tarbiya va sport

***Rezyume:** Ekologik tarbiyaning bosh maqsadi maktabgacha yoshdagi bolalarda atrof-muhit va uning muammolari haqida ongli munosabatni hamda ular bo'yicha optimal yechimlar toppish to'g'risidagi bilim, ko'nikma va malakalarni shakllantirishdan iborat. Shu ma'noda maqolada maktabgacha ta'lim muassasalarida ekologik tarbiya maqsadi tahlil qilingan.*

Tayanch so'zlar: ekologiya, maktabgacha yoshdagi bolalar, madaniyat, tushuncha, ta'lim, tarbiya, maktabgacha ta'lim tizimi, ekologik tarbiya.

Bugungi kunda insoniyatni xavf ostida qoldi rayotgan hodislardan biri ekologik vaziyat hisoblanadi. Jamiyatni ng atrof-muhit bi Ian o'zaro buzilgan aloqasi keng jamoatchilik o'ratsida katta tashvish uyg'otmoqda.

O'zbekiston Respubl ikasi Konstitutsiyasining 50-moddasida "Fuqarolar atrof tabiiy muhitga ehtiyotkorona munosabatda bo'lishga majburdirlar", 55 moddasida esa "Yer osti boyliklari, suv, o'simlik, va hayvonot dunyosi hamda boshqa tabiiy zaxiralar umummilliy boylikdir, ulardan oqilona foydalanish zarur va ular davlat muxofazasidadir" deyilgan.

Insonning tabiiy boyliklardan haddan tashqari oshiqcha foydalanishi oqibatida sayyoramizning qiyofasi o'zgarib bormoqda. Yashil o'rmonlar siyraklashib, o'simlik va hayvonot turlari kamaymoqda, foydali qazilma boyliklari tugab bormoqda. Suv xavzalari va atmosferaga havosining ifloslanishi, chiqi ndi moddalarni ng ortib borishi natijasida aholini oziq-ovqat bilan ta'minlash, enyergiya va chuchuk suv muammolari borgan sari murakkablashmoqda. Oqibatda, million-million yillar davomida turg'un bo'lgan tabiiy holatga putur etmoqda.

Ekologik bilim - bu tirik tabiatning tuzilishi, rivojlanishi, o'zgarishi, yer yuzidagi tirik jonzotlarning holati, ularning bir-birlari va atrof-muhit o'rtasida bo' lib turadigan munosabatlarni, tabiiy boyliklarning son va sifatini, xajmini, xillarini hamda ularni saqlash va tejamkorlik bilan foydalanish yo'llarini o'zlashtirishdan iboratdir.

Inson tabiatga, o'zini o'rab olgan muhitga nisbatan o'z munosabatini o'zgartirishi, tabiat qonunlarini bilishi, o'rganishi va ular asosida o'z hayotini rivojlantirishi shart. Tabiat qonunlariga mos keladigan hayot yo'llarini ishlab chiqish kyerak. Aks holda inson va jamiyat katta tabiiy ofatlarning kelib chiqishiga sababchi bo'ladi va shu ofatlardan halok bo'ladi.

Ekologik ta'lim va tarbiyaning tub ma'nosi - tabiat va jamiyat o'rtasidagi doimiy birlik va ularni bir-birlariga bug'luvchi tabiiy hamda ijtimoiy qonunlarni o'rganish, hayotga tatbiq qilishdan iboratdir.

Ekolgik ta'lim va tarbiya - bu insonni tabiatga qadam qo'ygan vaqtdan boshlab, butun hayoti davomida tabiatdan ongli ravishda foydalanishga, psixologik, axloq odob yuzasidan halqimizning tabiatga hurmat va e'tibor bilan qaraydigan urf odatlarini, udumlarini tarbiyalash, tabiiy boyliklarni ko'paytirish, bog'u-rog'lar, gulzorlar tashkil qilishga undashdan, uning qalbida yaxshi xislatlar uyg' otishdan iboratdir.

Insonni o'rab turgan tabiiy muhit va uning boyliklarini biladigan, undan tejamkorlik bilan foydalanadigan, saqlaydigan, tabiat boyligiga, go'zalligiga qo'shadigan, ijtimoiy va tabiiy qonunlarni biladigan bilimdon shaxsni etishtirish - bu ekologik tarbiya maqsadi.

O'rta asrlarda yashab ijod etgan Sharq al lomalaridan Muhammad Muso al Xorazmiy, Abu Nasr Farobiy, Abu Rayhon Byeruniy, Abu Ali Ibn Sino va boshqalar tabiat fanlarining rivojlanishiga katta hissa qo'shganlar. Ular hali ekologiya fani dunyoga kelmagan davrda tabiat va undagi muvozanat, o'simliklar va hayvonot dunyosi, tabiatni e' zozlash haqida qimmatli fikrlar aytganlar.

Tabiatshunoslikka oid "Kitob al-mabodi al-insonia", "Kalam fia'zo al hayvon" kabi asarlarida odam va hayvonlar ayrim a'zo larining tuzilishi, xususiyatlari va vazifalari haqida, ularning o'xshashligi va farqlari keltirilishi bilan birga, asosiy anatomik fiziologik tushunchalar byerilgan. Ularining ruhiy holatlaridagi hususiyatlari haqida ham to'xtalib o'tilgan. Kasalliklarining oldini olish, sog'lomlashtirish va boshqa chora-tadbirlarni qo'llash lozim ekanligi haqida ma'lumotlar keltiriladi.

Maktabgacha yoshdagi bolalarga ekologiya haqidagi tushunchalar va qonuniyatlar to'g'risida bilim byerish. Bunda mehnat muhofazasi, tabiatni asrash, noyob jonzotlar ro'yxati, tabiat va atmosferadagi inqirozlar oldini olishga oid tushunchalar va qonuniyatlarga e'tibor byeriladi.

Demak, maktabgacha yoshdagi bolalar ekologik tarbiyasidan ko'zlangan maqsadlardan biri - bir to'mondan - muqaddas Ona zaminimizni ozoda qilib saqlash bo'lsa, ikkinchi to'ndan - musaffo osmonimizni aslidagi- dek saqlashdan iborat. Bu ona diyorimizni obod etishga qo'shiladigan katta hissa bo'lib, uning yordamida maktabgacha yoshdagi bolalarda obodonchilik va orastalik, pokizalik va tejamkorlik, xushxulqlik va xushmuomalalik kabi insoniy fazilatlar shakllanadi. Bular maktabgacha yoshdagi bolalarda quyidagi ekologik qonuniyatlar va tushunchalarni ongli ravishda anglashni kafolatlaydi:

- tabiat haqidagi tushuncha, tabiiy muhit, tabiiy o'illar va ular orasidagi bog'lanish;
- tabiat boyliklaridan tejab-tyergab foydalanish va ularni muhofaza qilish;
- atrof-muhitni ifloslanishdan saqlash;
- tabiatni kelajak avlodlar uchun qanday boisa, o'shandayligicha qoldirishga intilish va shu kabilar. Uzoq tarixga nazar tashlaydigan bo'sak, Markaziy Osiyo xalqlari.

Jumladan, o'zbeklar ham jahondagi eng qadimiy xalqlardan hisoblanadi va ular jahon ilm-faniga, ma'naviy-ma'rifiy taraqqiyotiga katta hissa qo'shganligining guvohi bo'amiz. Ota-bobolarimizning bu boradagi qoldirgan boy ma'naviy myerosi milliy myerosimizni chuqur, har taraflama o'rganishimizga va u haqda xolisona fikr bildirishga hamda O'zbekiston mustaqilligiga yerishuvda buyuk ma'naviy ozuqa bo'ldi yoki ota-boboiarimiz qoldirgan milliy qadriyatlarimizni tiklash va ularni targ'ib qilishga keng imkoniyatlar yaratildi.

«Respublikamiz mustaqillikka yerishgandan so'ng, ekologik tarbiyada xalq pedagogikasidan foydalanishga katta e'tibor byerib kelinmoqda. Atrof-muhitni muhofaza etish, moddiy boyliklardan oqilona foydalanishga oid tarbiyani milliy qadriyatlar va an'analar, sharqona urf-odatlar orqali byerish ehtiyoji paydo bo'ldi.

Tarbiyachining bolalarga ekologik ta'lim va tarbiya byerishda xalqimizning o'ziga xos milliy tarbiyasidan o'rinli foydalanishi yaxshi samara byeradi. Milliy tarbiyamizda to'rt narsa - yyer, suv, tuproq, havo muqaddas hisoblangan. Xalqimiz juda qadim zamonlardan suvga e'tiqod qo'yib, yozning eng jazirama kunlarida «Suv sayli» otkazgan. Ota-bobolarimiz «**Suv - tabiat in'o'i, hayot manbayi**», deb bejiz aytishmagan. Har to'chi suvni gavhardek qadrlab, bog'-rog'lar yaratishgan. Biz esa suvdan xo'jasizlarcha foydalanishimiz natijasida Orol muammosining tug'ilishiga sababchi bo'ldik. Sirdaryo va Amudaryoning belgilangan yerga to'la yetib bormasligi natijasida bugun O'rta Osiyo uchun ahamiyatli bo'gan Orolning butunlay yo'qolish xavfi paydo bo'ldi».

Demak, maktabgacha yoshdagi bolalarga ekologik tarbiya byerishda milliy qadriyatlar, urf-odatlar, an'analar, marosimlar, nodir qo'lyozmalar va davlat arboblarning ushbu sohaga oid faoliyatlari mustahkam didaktik asos bo'lib, bular orqali ularni atrof-muhitni toza saqlashga, ozodalikka, pokizalikka va eng asosiysi sog'lo' turmush tarzi hamda muhitni tashkil eta olishga o'rgatiladi.

Jamiyatning iqtisodiy va ijtimoiy jihatdan taraqqiyoti darajasi undagi xalq xo'jaligining turli jabhalariga ta'sir etadi. Bu borada o'ziga xos global va mintaqaviy ekologik muammolar ham yuzaga kelavyeradi. Bunda global muammolarga Orol fojiasi, Chyernobil halokati, Xirosima va Nagasaki shaharlardagi bomba portlashlar hamda shu kabilar misol

bo'la olsa, zavod va fabrikalardan chiqadigan zararli chiqindilar yoki ma'lum hududdagi tuproq yerroziyasi, ba'zi kasalliklarning ko'payishi va shu kabilarni misol qilib olish mumkin.

Shu sababli ekologik tarbiya yo'nalishlari ham turli xil bo'ldi. Quyida ularning ba'zilari to'g'risidagi ma'lumotlar keltiramiz:

1. Maktabgachayoshdagibolalarniyashabturnganjoyidagitabiatimizboyliklari nitejab-tyergashga, unimuhofazaqilishga o'rgatish.

2. Maktabgacha yoshdagi bolalarni o'z o'quv muassasalarini va uning tevarak-atroflarini ko'kalamzorlashtirish va obodonlashtirish, mevali va manzarali daraxtlar ekishga o'rgatish.

3. Maktabgacha yoshdagi bolalarda xiyobonlarni, suv havzalarini ozoda saqlash ko'nikmalarini shakllantirish.

4. Ekologik dunyoqarashni yuksaltirish.

5. Ekologik madaniyatni shakllantirish.

6. Ekologik savodxonlikni yuksaltirish.

7. Maktabgacha yoshdagi bolalar ongida atrof-muhit va uning shaxs ma'naviy dunyosiga ta'siri haqidagi tasavvurlarni shakllantirish.

8. Maktabgacha yoshdagi bolalar ongida tabiat va uning jamiyat taraqqiyotidagi o'rni haqidagi tasavvurlarni paydo qilish.

9. Maktabgacha yoshdagi bolalarga ekologik tarbiya byerishda o'quv muassasaiari va oila o'rtasidagi umumiylik va xususiylik.

10. Maktabgacha yoshdagi bolalar ongida atrof-muhit muhofazasida bolalarning vazifasi haqida tasavvur hosil qilish.

11. Maktabgacha yoshdagi bolalar ongida tabiatni muhofaza qilishda otaona ibrat-namunasi haqidagi tasavvurlarni hosil qilish.

12. Maktabgacha yoshdagi bolalarni oiladagi, o'quv muassasasidagi o'simliklar va hayvonot dunyosini e'zozlashga o'rgatish, jonivor va qushlarni parvarish qilishdagi bilim va ko'nikmani yuksaltirish.

13. Maktabgacha yoshdagi bolalarga ekologik tarbiya byerishda milliy an'ana va urf-odatlarini tiklashga e'tibor qaratish.

14. Maktabgacha yoshdagi bolalarga ekologik tarbiya byerishda to'garaklardan foydalanish va ularda «Tabiat va inson», «Ekologiya va inson», «Orol madad so'raydi», «Tabiatni e'zozlaylik», «Suvni muqaddas deb bilaylik» va shu kabi mavzularda davra suhbatlari uyushtirish.

Demak, havo inson tanasi uchun eng muhim va zarur tabiat in'omidir. Havoga muntazam ravishda aralashib turadigan iflos chang o'pkada gaz almashuviga salbiy ta'sir ko'rsatadi. Bu insonning sog'lig'ini bora-bora izdan chiqarib, turli-tuman xastaliklarni vujudga keltiradi. Tabiat shunday odil mo'jizaki, atrof-muhitni muvozanatga keltiradi. Chunonchi, chiqarilgan karbonat angidridni o'simliklar yutib, uni kislorodga aylantiradi, demak o'simliklar Juuyosi, larnziy ma'noda aytganda, havoni chang va karbonat angidrididan tozalab byeruvchi bebaho vositadir. Bunda inson o'z atrofini o'rab turgan iabiatni, uning o'simliklar dunyosini ko'z qorachig'iday asrabgina qolmay, uni boyitishi, qo'ldan kelganicha ko'proq daraxt ekishi, ko'kalamzorlashtirishga intilishi zarur degan xulosa chiqadi. Shuning uchun ota- bobolarimiz daraxt ekish, bog'-rog' yaratishni savobli ish deb bilishgan. Bir tup mevali daraxt ekan kishining ikki dunyosi obod bo'ladi, deb bejiz aytishmagan.

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МАКТАБГАЧА ТА'ЛИМДА ҚО'ЛЛАНИЛАДИГАН О'ЙНЛАР ВА УЛАРНИ ТАШКИЛ ETISH METODIKASI

Atabekov Fozil O'razali o'g'li
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrasi dotsent vazifasi bajaruvchisi,
Tulaganova Munisaxon G'ofurjon qizi
Mirsultonova Qutbixon Maxmudjon qizi
Maktabgacha va boshlang'ich ta'limda jismoniy tarbiya va sport

***Rezyume:** Maqolada maktabgacha ta'lim tizimiga yangicha yondashuv asosida noan'anaviy darslarni tashkil etishning mazmun-mohiyati, bog'cha yoshidagi bolalarga ingliz tilini o'rgatishda yangi texnologiyalardan foydalanishning o'rni va ahamiyati bayon*

qilingan. Dars jarayonida didaktik o'yinlardan foydalanish, uning bolalar tomonidan mavzularni samarali o'zlashtirilishiga ta'siri asoslangan.

Tayanch so'zlar: *bolalar, didaktik o'yinlar, noan'anaviy, interfaol o'yinlar, mantiqiy fikrlash, rivojlantirish, faollik.*

Maktabgacha ta'lim muassasasi uzluksiz ta'limning birinchi qadami bo'libgina qolmay, balki faol, ijodkor va ma'naviy jihatdan boy shaxsni shakllantiruvchi ilk pog'ona hamdir. O'zbekiston Respublikasi Prezidentining 2017 yil 30 sentyabrdagi "Maktabgacha ta'lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi farmoni hamda "O'zbekiston Respublikasi maktabgacha ta'lim vazirligi faoliyatini tashkil etish to'g'risida"gi Qarori bunga dalildir. Maktabgacha ta'lim muassasa (MTM)larida ta'lim-tarbiya jarayonini yuqori saviyada tashkil etish tarbiyalanuvchilarga ta'limning keyingi bosqichlarida qiynalmasdan davom ettirishga imkoniyatlar yaratadi.

Bugunga kelib xorijiy mamlakatlarda, maktabgacha ta'lim muassasasi tarbiyachilarini ingliz tiliga o'rgatish borasida ko'plab ta'lim dasturlari ishlab chiqarilmoqda. Masalan, Rossiya mutaxassislari M.N. Yevseyeva, T.V. Zemchenkova, L.L. Likova, I.A. Shishkova va boshqalar tomonidan maktabgacha ta'lim muassasasi bolalariga ingliz tilidan saboq beruvchi dastur ishlanmalari taklif etildi. Ushbu dasturlar o'zida bolalarga mo'ljalangan ingliz tilidagi so'z va iboralarni, she'rlar, qo'shiqlar va turli xil interfaol o'yinlarni mujassamlashtirgan. Kitobdagi mavzular ko'proq fonetika va leksikaga qaratilgan.

Dastur ishlanmasi "Firststeps" ("Birinchi qadam") deb nomlangan va u 2007–2010 yillari tahrirlangan "Step by step" nomli o'quv dasturini amalga oshirishga asoslangan. "Step by step" o'quv dasturi 5–7 yoshli maktabgacha ta'lim muassasasirig tarbiyachilariga mo'ljalangan. Rossiyaning «Pchelka» nomli bog'chasida amalda sinovdan o'tgan ushbu o'quv dasturi bolalarga ingliz tilini o'rgatishda yuqori ko'rsatkichlarga erishish mumkinligini isbotladi.

"Firststeps" ("Birinchi qadam") dasturining o'ziga xos xususiyatlaridan biri – unga asoslangan ta'lim jarayoni ingliz ertak qahramonlari (Winnie the Pooh, Tiger, Piglet, Donkey) bilan sirli o'rmoniga sayohat tarzida tashkil etilgan. Har bir mavzu qiziqarli hikoyalarga boy bo'lib, avvalgi darsni mantiqan davom ettiradi. Bolalarda ingliz tiliga kuchli qiziqish uyg'otish maqsadida, turli ko'ngilochar o'yinlar, qiziqarli topishmoqlar, she'rlar, qo'shiqlar, dialogli suhbatlar ishlatilgan. Bolalar sonining 5-8 tadan 10-12 tagacha bo'lishi talab etiladi. Muallifning dasturi doirasida 4-5 daqiqa davomida tanaffus e'lon qilinib, qo'shiq kuylash, raqsga tushish majburiy hisoblanadi.

Undan tashqari xorijiy tajribadan kelib chiqib quyidagi tartibni keltirish mumkin. O'yin qoidasini bolalar o'zlari o'yin jarayonida belgilashadi. Qoidali o'yinlarning mazmuni va qoidasi kattalar tomonidan belgilanadi.

Qoidali o'yinlarga quyidagilar kiradi: didaktik o'yinlar, harakatli o'yinlar, musiqaviy o'yinlar, ermak o'yinlar.

Bolalarga ta'lim-tarbiya berish maqsadida kattalarning o'yinni tanlay bilishi, unga to'g'ri rahbarlik qilish "Bolajon"da belgilangan vazifalarni muvaffaqiyatli amalga oshirishni ta'minlaydi.

O'yin bolalarni rivojlantirish va tarbiyalash vositasidir. Psixologlar o'yinni maktabgacha yosh davrida etakchi faoliyat deb hisoblaydilar. O'yin tufayli bolaning yuqori rivojlanish bosqichiga o'tishini ta'minlovchi sifatlar shakllanadi, uni ruhiyatida sezilarli o'zgarishlar yuz beradi.

O'yinda bola shaxsi ning hamma tomoni bir-biriga o'zaro ta'sir etgan holda shakllanadi. O'ynayotgan bolani kuzatayotib uning qiziqishlarini, tevarakatrof to'g'risidagi tasavvurini, kattalarga va o'rtoqlariga bo'lgan munosabati ni bilib olish mumkin.

Shaxsdagi biron sifatni tarbiyalash uchun uning boshqa tomonlarini ham rivojlantirish kerak. Masalan, bolaning o'yiniga qiziqishini, tashqilotchilik qobiliyatini rivojlantirish uchun mazmun jihatidan boy o'yinlar yaratilishi kerak. Bolalarning ijodiy o'yinlarini rivojlantirish uchun esa o'z navbatida yaxshi tashkil etilgan bolalar jamoasi zarur bo'ladi.

O'yin bolalarni jismoniy tomondan tarbiyalash sistemasida, MTMning ta'lim-tarbiya ishida, axloqiy, mehnat va estetik tomonlarni tarbiyalashda katta o'rin tutadi.

O'yinda bola organizmiga xos bo'lgan talab va ehtiyojlar qoniqtiriladi, hayotiy faollik ortadi, bardamlik, tetiklik, guvnoqlik tarbiyalanadi. Shuning uchun ham bolalarni jismoniy tarbiyalash sistemasida o'yin munosib o'rin egallaydi.

O'yin ta'lim va mashg'ulotlar bilan, kundalik hayotdagi kuzatishlar bilan uzviy bog'liq bo'lib juda katta ta'lim-tarbiyaviy ahamiyatga ega. Ijodiy o'yinlarda muhim bilim egallash jarayoni yuzaga keladi. bu bolaning aqliy kuchini ishga soladi, tafakkurini, hayolini, diqqatini, xotirani faollashtirishni talab qiladi, bola masalalarni mustaqil hal qilishga o'rganadi, o'ylagan narsasini amalga oshirish uchun yaxshiroq va osonroq usul o'ylab topadi, o'z bilimlaridan foydalanish va uni so'z bilan ifodalashga o'rganadi.

O'yinda aks ettirayotgan narsani bili bolishga qiziqish uyg'onadi. Ko'pincha o'yin bolalarga yangi bilim berish va ularning fikrini. bilim doirasini kengaytirish uchun hizmat qiladi. Ijodiy o'yinni tor didaktik maqsadlarga bo'ysindirib bo'lmaydi, bu o'yin yordamida juda katta vazifalar hal qilinadi.

Qoidali o'yin bolaning sensor rivojlanishini, taffakkur va nutqini, ixtiyorsiz diqqatini va xotirasini, har xil harakatlarini muntazam ravishda mashq qildirib borish imkonini beradi. Har bir qoidali o'yin ma'lum didaktik maqsadga ega bo'lib, bolani umumiy rivojlantirishga qaratilgan bo'ladi. Ta'limning o'yin shaklida bo'lishi muhim ahamiyaiga ega bo'lib bolaning umumiy rivojlantirishga qaratilgan bo'ladi. Ta'limning o'yin shaklida bo'lishi muhim ahamiyatga ega bo'lib, bolaning yosh xususiyatlariga mos keladi. Qiziqarli o'yin bolaning aqliy faolligini oshiradi, o'yinda bola mashg'ulotdagiga nisbatan murakkabroq masalani hal qilishi mumkin. Bu ta'lim butunlay o'yin shaklida bo'lishi kerak degan gap emas. Ta'lim turli usullar va metodlarni qo'llashni talab etadi. O'yin ta'limning shakllaridan biri bo'lib, boshqa bir metod bilan qo'shib olib borilgandagina yaxshi natija beradi, bular kuzatish, suhbat, so'zlab berish va hokozolar.

Bola o'ynayotib o'z bilimidan foydalanishni, uni har xil sharoitda ishlata bilishni o'rganadi. Ijodiy o'yinlarda bolalarning fantaziyasi, buyum yasashi, tajriba qilishiga keng yo'l ochiladi.

O'yinda aqliy rivojlanish bilan birga axloqiy sifatlar ham shakllanadi. O'yin jarayonida yuz bergan kechilmalar bola ongida chuqur iz qoldiradi, shuning uchun o'yin bolada yaxshi hislarni, ulug'vor orzular va intilishlarni, qiziqishlarni tarbiyalashga yordam beradi.

O'yin mustaqil faoliyat bo'lib, bu jarayonda bolalar o'z tengdoshlari bilan aloqa qilishga kirishadilar. Ularni umumiy maqsad, unga erishishdagi umumiy kechilmalar birlashtiradi. Shuning uchun o'yin do'stona munosabatlarni tarbiyalashda, jamoa hayoti malakalarini, tashqilotchilik qobiliyatlarini shakllantirishda muhimdir. Birgalikdagi o'yin bilan birlashgani kichik bolalar jamoasida murakkab munosabatlar vujudga keladi. Tarbiyachining vazifasi har bir bolani faol o'yinga jalb qilish, bolalar o'rtasida do'stlikka,

haqqoniylikka, o'rtog'larini javobgarligini sezishga asoslangan munosabatlar o'rnatishdan iborat. O'yin mehnat tarbiyasi vazifasini bajarishga ham yordam beradi. Bolalar o'z o'yinlarida har xil kasbdagi qishilarni aks ettiradilar. Bu bilan ular kattalarning harakatlariga taqlid qilib qolmay, shu bilan bir qatorda ularning ishiga mehnatiga bo'lgan munosabatlarini ham aks ettiradilar. O'yin bolada ko'pincha mehnat qilish xoxishini uyg'otadi, o'yin uchun keraqli narsalarni tayyorlash va yasashga majbur qiladi. Bolalar har xil mashinalar yasaydilar va texnik o'yinchoqlar bilan o'ynaydilar.

O'yin estetik tarbiyaning muhim vositasidir. O'yinda ijodiy hayol, fikrlash qobiliyati yuzaga keladi va rivojlanadi. To'g'ri tanlangan o'yinchoq badiiy didni tarbiyalashga yordam beradi. Harakatli o'yinlarda harakatning go'zalligi va maromi bolalarni o'ziga maftun qiladi.

O'yinning katta tarbiyalovchi ahamiyati o'z-o'zidan amalga oshmaydi. O'yin befoyda, hatto zarali bo'lishi, ba'zan yomon hislarni qo'zg'atishi mumkin. Tarbiyachi o'yin yordamida bolalarni har tomonlama rivojlantirish vazifasini amalga oshirish uchun unga muntazam ravishda ta'sir etib borishi zarur.

Bu vazifani hal etishda o'yin bolalar bog'chasidagi ta'lim-tarbiyaviy ishning hamma tomonlari bilan bog'langan bo'lishi kerak. O'yinda bolalarning mashg'ulotlarda olgan bilim va malakalari aks etadi va rivojlantiriladi, ular orqali esa bola hayotga o'rgatiladi. Ikkinchi tomondan, o'yinda tarbiyalangan sifatlar faoliyatning boshqa turlariga ko'chi riladi.

Bolalarning narsalar, ularni sifati to'g'risida bilimlarni mustaxkamlash uchun har xii o'yinchoqlar, suratlar, uy-ro'zg'or buyumlaridan foydalaniladi.

O'yinchoqlar bilan o'ynaladigan o'yinlar. "Xaltachada nima bor?" o'yinning maqsadi o'yinchoqlarning nomlari bilan tanishtirish va bu o'yinchoqlar to'g'risida bilimlarni mustaxkamlash, tovushlar talaffuzini mashq qildirishdir. "Bu nima?" o'yinida bolalar qo'g'irchoqqa har xii narsalar va ularni ishlatilishi to'g'risida gapirib beradilar. Bunday o'yin guruhda, bog'cha maydonchasida, uxlash xonasida o'tkazilishi mumkin.

Didaktik o'yinlarda tarbiyachi bolalarni faqat narsalarning nomi va ular nimaga keraqligi bilan tanishtiribgina qomay, balki shu narsalarning shakli, rangi, katta kichikligi, fazoda tutgan o'rni xaqida ham tanishtiradi.

Har bir buyum va o'yinchoq o'zining aniq tashqi ko'rinishiga ega bo'lishi kerak, o'yinda esa qo'yilgan maqsad narsaning asosiy begisini ajrata bilishga imkon tug'dirishi lozim.

Bunday talabga xalq o'yinlari o'z shakliningi aniqligi, rangining tiniqligi bilan ko'proq javob bera oladi.

Bolalarni aqliy vazifalarni bajarishga undaydigan o'yinlar ham katta ahamiyatga ega.

Bolalarning rang xaqidagi tushunchalarini mustaxkamlash va aniqlash uchun quyidagi o'yinlar o'tkaziladi: sharlarni rangiga qarab to'plash, "Dumaloqni dumalatish", xalqachalarni ipga o'tkazish, "Shu rangdagi dumaloqni dumalatish", "Kimda mana bu rangdagi xalqacha bor", "Kim mana bu rangdagi xaltachani topa oladi" va x.k ..

Qo'g'irchoq bolalarning eng sevimli o'yinchoqlaridan biri. Har bir bolalar bog'chasida didaktik jixozlangan o'yinchoq bo'lishi kerak. Qo'g'irchoq jixozlariga kiyim, ichki kiyim, poyafzal, idish-tovoq, mebel o'yinchoqlar kiradi.

Qo'g'irchoq bilan quyidagi o'yinlarni o'tkazish mumkin: "Qo'g'irchoqni kiyintirarniz", "Qo'g'irchoqni sayrga otlantiramiz", "Qo'g'irchoqni mexmon qi lamiz". "Qo'g'irchoqlar bayrami", "Qo'g'irchoqning tug'ilgan kuni", "Qo'g'irchoqni uxlatamiz".

O'yinlar topishmoqlar bilan qo'shib olib borilganda qiziqarli bo'ladi. Masalan, "Qo'g'irchokni uxlatamiz" o'yinida qo'g'irchoqqa karovat tayyorlayotganda tarbiyachi "Uzun, yumshoq, yo'l-yo'l..." (matras), "Oq, toza, to'rt burchak..." (yastiq), "Paxtali issiq..." yoki "junli issiq" (adyol) va boshqa topishmoqlarni aytishi mumkin. Qo'g'irchoqning karovati tayyor bo'lgandan keyin qo'g'irchoqni yotqizib, "alla aytadi.

Mebellarning nimaga ishlatilishi, o'yinchoqlarning nomini mustaxkamlash uchun "Qo'g'irchoqqa xona yasatamiz", "Qo'g'irchoqqa o'yinchoq sovg'a qilamiz" kabi o'yinlarni o'tkazish mumkin.

Tarbiyachi bolalarni narsalar, ularning nomlari, belgi sifatleri, nimaga ishlatilishi bilan tanishtiribgina qolmay, muayyan predmetlar orqali ularni oddiy turlarga ajratishni o'rgatib boradi; ayiq, qo'g'irchoq, quyon-o'yinchoqlar; kastyulka, tarelka, choynak-idish-tovoq.

O'yinlarni narsa va buyumlarni tasvirlovsi rasmlar orqali ham o'tkazish mumkin. Bo'larga "Bu narsa o'zi to'g'risida nima deydi?", "Kim birinchi bo'lib aytib beradi?" (bolalarni diqqatini rivojlantirishga qaratilgan qo'g'irchoq, narsa va ularning shakli, rangi to'g'risida), "Kim bo'ladi?" "Qaysinisi bir xil?" kabi o'yinlarni ko'rsata bo'ladi.

Bolalarning tabiat to'g'risidagi bilimlarini mustaxkamlash uchun "Hidiga qarab top", "Mazasiga qarab top, "Ushlab ko'rib top "!"Kim nimani eshityapti" kabi o'yinlarni o'tkazish maqsadga muvofiqdir. Kichik yoshdagi bolalar bilan so'zli o'yinlar o'tkazilmaydi

Katta va tayyorlov guruhlarida didaktik o'yinlar o'zining mazmun va g'oyasi jixatidan ancha murakkabdirlar. Bu yoshdagi bolalar bilan buyum va rasmlar bilangina didaktik o'yinlar o'tkaza qolmay, so'zli didaktik o'yinlar ham o'tkaziladi. Buyumlar va rasmlar bilan o'tkaziladigan didaktik o'yinlarda bolalarning narsalar sifati, xususiyati, nimadan yasalgani, qayerda qilingani, nima uchun keraqligi va xakozolar to'g'risidagi bilimi aniqlanadi hamda mustaxkamlanadi. Bunday o'yinlarga quyidagilarni misol qilib keltirish mumkin: "Nima nimadan yasalgan?", "Guruh xonasiga sayoxat", "Ovoziga qarab top" va boshqalar.

Umumlashtirishga o'rgatish bo'yicha turlarga ajratishni o'rgatuvchi o'yinlar katta o'rin egallaydi. "qaysi fabrikada nima ishlar bajariladi?", "Fabrikada nima ish qilinadi, dalada nima etishtiriladi?", "Kimga nima kerak" "Kim nima bilan ishlaydi?", "Qayerda o'sadi?", "Sayoxat" (shahar bo'lab, dalaga maktabga va hokazo), "Pochta" va boshqalar. O'yinni tashkil etishda muhim masalalardan biri – o'ynovchilarni guruhlarga birlashtirishdir. Guruhlarni tuzishda quyidagi talablarga rioya qilinadi:

- 1) guruhlardagi bolalar soni – besh kishidan oshmasligi;
- 2) har bir guruhdagi bolalarning bir-birini yaxshi tanishi, o'zaro munosabatlarining yaxshi bo'lishini hisobga olish;
- 3) o'ynovchilarga vazifalarni taqsimlashda ularning qiziqish va qobiliyatini hisobga olish.

Xulosa chiqaruvchi yoki hakamlilik qilayotgan tarbiyachi o'yin tugagandan so'ng natijalarni umumlashtiradi, yakunlaydi va xulosalarini bayon qiladi.

Xullas, maktabgacha ta'lim muassasalarida ta'lim berishda didaktik loyihalashtirish keng qamrovli yaxlit muammo va uni o'rganish, amaliyotga tatbiq qilish lozim. Chunki, yoshlar uchun mo'ljallangan mashg'ulotlar bolalarda jarayonga qiziqish uyg'otishi hamda sog'lom shakllanishi uchun zamin bo'lishi lozim.

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O'YIN TURLARI: IJODIY O'YINLAR, QOIDALI O'YINLAR, MILLIY O'YINLARNING O'ZIGA XOS XUSUSIYATLARI

Atabekov Fozil O'razali o'g'li
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrasi dotsent vazifasi bajaruvchisi,
To'raqulov Sirojiddin Zorijon o'g'li
Otaqo'ziyev Asadbek Mirqo'zi o'g'li
Maktabgacha va boshlang'ich ta'limda jismoniy tarbiya va sport

***Rezyume:** Maqolada maktabgacha ta'lim tizimiga yangicha yondashuv asosida noan'anaviy darslarni tashkil etishning mazmun-mohiyati, bog'cha yoshidagi bolalarga ingliz tilini o'rgatishda yangi texnologiyalardan foydalanishning o'rni va ahamiyati bayon qilingan. Dars jarayonida didaktik o'yinlardan foydalanish, uning bolalar tomonidan mavzularni samarali o'zlashtirilishiga ta'siri asoslangan.*

***Tayanch so'zlar:** bolalar, didaktik o'yinlar, noan'anaviy, interfaol o'yinlar, mantiqiy fikrlash, rivojlantirish, faollik.*

Daraxtning ildizi qanchalik chuqur va tarmoqlangan bo'lsa, u shunchalik mustahkam, uning umri shunchalik davomli, hosili esa mo'l-ko'l bo'ladi. Insoniyat ko'p ming yillik taraqqiyoti davomida jamiyatni rivojlantirishning ta'lim, ilm va hunardan samaraliroq vositasini kashf qila olgan emas. Shu sababli ham ta'lim, ilm-fan har qanday jamiyat, millat va davlatning kelajagini belgilab beradigan, uning taraqqiyotiga xizmat qiladigan muhim

omildir [1]. Shu sababdan bugungi kunda tarbiyani maktabgacha ta'lim tizimidan shakillantirib borish lozim.

Shu ma'noda mamlakatimiz bog'chalari bolalariga kompyuter texnologiyalari asosida o'quv mashg'ulotlarni tashkil qilish yanada samarali natijalarga erishishga ko'mak bo'ladi. Bunda biz, milliy ertaklarimiz qahramonlaridan (Masalan: Nasriddin Afandi, Zumrad, Qimmat va b.) foydalanib, ingliz tilida zamonaviy didaktik o'yin dasturlarini tashkillashtirish bolalarning so'z boyligini oshirishda yordam beradi.

Ayrim tadqiqotchilar o'yinlarni tashkil etishda quyidagi bosqichlarni ajratib ko'rsatadilar: a) tayyorgarlik; b) tashkiliy; v) o'yin harakatlari; g) yakuniy. Bu bosqichlar o'z xususiyatlari, o'yinga sarflangan vaqt, bolalarning mustaqilligi va tarbiyachi faoliyatiga ko'ra bir-biridan farq qiladi.

Bu bosqichlarni metodik jihatdan quyidagicha ta'minlash maqsadga muvofiq:

Birinchi bosqich – tayyorgarlik bosqichi. Bu bosqich uchun vaqt ko'proq ajratiladi. An'anaviy darsdan ko'ra didaktik o'yin tashkil etish murakkabroq jarayondir. Bu bosqichda o'qituvchining asosiy vazifasi o'yin qoidasini ishlab chiqish, bolalarga ana shu qoidani o'rgatish, o'yinning maqsadi va vazifalarini tushuntirishdan iboratdir.

O'yinlarga tayyorgarlik bosqichida quyidagi masalalar hal etiladi:

1) o'yinning maqsadini belgilash, ya'ni o'yin orqali bolalar o'zlashtirishi lozim bo'lgan so'zlar va ko'nikmalar hajmi aniqlanadi;

2) quyidagi talablarga javob beradigan vaziyat yaratiladi;

a) o'yinning bolalarning tayyorgarlik darajasi, yosh xususiyatlari hamda o'quv ishlaridagi aniq muammolarga mos bo'lishi;

b) o'yin ko'rinishlarini aniq belgilash, ya'ni o'yin tarkibiga kiruvchi holatlarni ayrim qismlarga ajratish;

3) o'yin qoidasini ishlab chiqish, har bir ishtirokchiga alohida- alohida vazifalar belgilash. Tasodifiy holatlar sodir bo'lganda nimalar qilish kerakligi, o'yinning boshlanishi va tugatilishi, harakatlar soni ko'zda tutiladi;

4) o'yinning tafsilotini yozish. Bunda o'yinlar uchun boshqaruvchi va har bir ishtirokchining harakatlari tasvirlangan maxsus ko'rsatma tayyorlanadi.

Ikkinchi bosqich – o'yinni tashkil etish. Bunda, avvalo, o'rganilayotgan mavzuga oid o'yinning boshlanishi haqida bolalarga xabar qilish; o'yin tayyorlash va o'tkazish uchun boshqaruvchi tanlash, saylash ishlari amalga oshiriladi.

Uchinchi bosqich – o'yinni o'tkazish. O'yinni o'tkazish uslubi qat'iy belgilanmaydi. Bolalarga erkinlik beriladi va ularning o'yindagi ijodkorligi rag'batlantirib boriladi.

To'rtinchi bosqich – o'yin natijalarini tahlil qilish. O'yindagi hal qiluvchi mavqega ega bo'lgan bu bosqichda bolalarning o'yin jarayonida o'zlashtirgan bilimlari tartibga solinadi.

Undan tashqari quyidagi fikrlarni ham tahlil qilish mumkin. O'yinning cho'zilishi va mazmuni o'zgarishi bilan o'yinchogning roli va bolalarning unga nisbatan talabi ham o'zgarib boradi va x.k.

Maktabgacha yoshidagi bolalarda ijodiy o'yinning rivojlanib borishi. Uch yoshdagi bolalarning o'yinlari yangi tus oladi: masalan, bola mashina yasab uni boshqaradi. Kattalar undan sen kimsan?- deb so'rasa, "Haydovchiman" deb javob beradi. Yoki qo'g'irchog'qa ovqat pishirayapti. "Sen kimsan?"- degan savolga "Men oshpazman" deb javob beradi.

O'yin mavzusi o'zgarishi bilan o'yinda qatnashuvchilarning ham o'zaro munosabatlari o'zgarib boradi. Kichkina bolalarning har biri o'z xolicha o'ynasa, keyinchalik 2-3 qishi

bo'lib o'ynay boshlaydi. O'rta maktabgacha yoshga kelganda o'ynovchilar soni ko'payib, o'rtoqlik munosabatlari tarkib topa boshlaydi, bunday munosabatlar o'yinga mavzu mazmun tanlashda, rollar va o'yinchoqlarni taqsimlashda yuzaga keladi.

O'yinning tuzilishi va mazmuni rivojlanib borishi bilan o'yinchoqning roli va unga talab ham o'zgarib boradi. Kichkina bolalar o'yinini ko'pincha o'yinchoq belgi laydi. Bitta o'yi nchoq bir nechta vazifani bajarishi mumkin. O'rta va katta maktabgacha yoshdagi bolalarda o'yin to'g'risidagi fikr avval tug'iladi. Keyin o'ynay boshlaydi. O'yinchoq o'yin mazmuniga qarab tanlanadi.

Bolalarning asosiy tasvirlovchi vositalari o'zlarining harakatidir. Masalan, bola ikki oyog'ida sakrab quyonchaga taqlid qiladi.

Bolalarning ko'p harakatlari qurish, yasash bilan bog'liq bo'ladi, ular soatlab parovoz, paroxod, elektrovoz quradilar, ularni o'ziga o'xshatishga urinadilar. Ko'pincha qurish o'yinning boshlanishi bo'lib xizmat qiladi.

Taqlid vositasiga o'yinchoq ham kiradi. O'yinchoq bola harakatini to'ldiradi, o'ylagan obrazi va fikrini amalga oshirishga yordam beradi.

Kiyimlar va ularining qismlari ham bolaning olgan rolini yaxshiroq bajarishga va uni yanada aniqroq ijro etishga imkon tug'diradi. Bolalar o'yin jarayonida ba'zi bir narsalarni xoxlagan narsalari nomi bilan atab ham xuddi o'sha xoxlagan narsalarini faraz qilib juda yaxshi o'ynaydilar, masalan, taomni "konfet", qumni "shakar", stulni "mashina" deb atashlari mumkin.

So'z yordamida bolalar qanday o'yin o'ynashlarini kelishib oladilar. So'z yordamida bir-biri bilan muomalada bo'lib, o'z fikrlarini izhor etishadi. So'z har xii taassurotlarni ifodalash imkonini beradi. Bolalar bu hamma vositalardan ko'pincha bir vaqtda foydalanadilar

Aks etti ruvchi vosita qanchalik ko'p bo'lsa, o'yin mazmuni shunchalik bayroq bo'ladi hamda tevarak atrofdagi voqealardan taassurot shunchalik to'laroq aks ettiriladi.

O'yin mazmunining rivojlanib borishi bilan murakkab jarayon bo'lgan bolalar jamoasi ham shakllana boshlaydi. O'yin bolalarning mustaqil faoliyati bo'lgani uchun uning syujetini bolalar o'zlari o'ylab topishadi va o'zlari tashqil etishadi. O'yinda bolalar o'zlarining kichkina jamiyatning a'zosi deb hisoblashadi, o'zaro kelishi b harakat qilishga o'rganishadi.

Ijtimoiy tarbiya olayotgan sharoitda har bir bola o'ynayotgan bolalar jamoasiga kira ol ishi, u erda o'z o'rnini topa olishi va shu jamoada o'rnashib olishi lozim.

Tarbiyachi ilk yoshli bolalarda ularning narsalar bilan o'ynay olishi, diqqatini shunga to'play olish qobiliyatini tarkib toptiradi. Bu boshqa bolalar bilan yonmayon tinch o'ynay olish malakasini shakllanishiga yordam beradi. Bolalar birgalikda o'ynashga o'tganlarida bir-birlari bilan ma'lum munosabat o'rnatishlari lozim bo'ladi. Xudda mana shu munosabat jamoatchilikni shakllanti radi. Bunga tarbiyachi bolalarni kelishib o'ynashga o'rgatish orqali erishadi.

Sahnalashtirilgan o'yinlar ijodiy o'yi nlar sarasiga kiradi. Unga ijodiy o'yinning quyidagi asosiy: niyatning mavjudligi, roli va mavjud harakatlar, hayol qilingan vaziyatning va boshqa elementlarning uyg'unligi, bolalarning mustaqillik va o'z- o'zini uyushtira olish jihadari xos. Sahnalashtirilgan o'yin badiiy asar asosida qo'riladi: o'yin syujeti, rolar, qahramonlarning xattiharakatlari, ularning nutqi asar matniga ko'ra belgilanadi.

Sahnalashtirilgan o'yin bolalarning eshitgan asar yoki ertakdan olgan tasavvurlarini mustaqil ifodalash hamda mashq qilish imkonini beradi. Bu o'yinlar bolalarda iroda,

intizom, o'z harakatlarini boshqalarning harakatiga muvofiq amalga oshirish kabi sifatlarni tarbiyalashda samarali vosita hisoblanadi. Sahnalashtirish bolalarni qayta so'zlashga o'rgatish usullaridan biridir. Ba'zi bir bolalarda badiiy asaradan olingan parchani qayta so'zlab berishga hohish ham qiziqish ham bo'lmaydi, ammo unga o'yin usuli kiritilishi bilan bola asardagi rolga kirib, o'sha asar mazmunini juda yaxshi aytib berishga harakat qiladi.

Bunday o'yinda bola o'zini o'sha asardagi qaxramon o'rnida his etib, uning sezgi, kechinmalari dunyosiga chuqurroq kirib boradi. Badiiy asarlarni qahramonlar tilida so'zlab berish boladagi xayolni rivojlantirishga yordam beradi va asar qahramonida mavjud bo'lgan ijobiy sifatlarni egallashga intiladi. Sahnalashtirilgan o'yinda badiiy asarning g'oyaviy mazmuni bolalar tomonidan chuqurroq anglab olinadi.

Ertak yoki hikoyadagi mazmun bolalarga yaqin, ularning yoshi va qiziqishiga mos, tushunarli bo'lib, bola unga kirishib ketgan taqdirdagina asardagi obraz va harakatlar to'g'ri aks ettiriladi. Shuning uchun u yoki bu badiiy asar bo'yicha sahnalashtirilgan o'yin o'tkazishdan oldin tarbiyachi asarning mazmunini aks ettirishga yordam beradigan tayyorgarlik ishini o'tkazishi kerak.

Bu ish oldindan bir qator mashg'ulot va o'yinlar o'tkazish orqali amalga oshiriladi.

Didaktik o'yin ta'lim bilan bevosita bog'liq bo'lib, unga yordam beradi. Didaktik o'yin - bu maktabgacha yoshdagi bolalarning yosh va imkoniyatlariga mos keladigan ta'lim berish metodidir.

Tajribali tarbiyachi bu o'yindan passiv bolalarni jamoaga aralashtirish, har xil rejalar, vazifalarni qo'rqqmasdan bajarishlari uchun foydalanadi.

Didaktik o'yinni amalga oshirishda har doim g'oyaviylik printsipligiga asoslanish kerak. Didaktik o'yin tarbiyachining vazifa hamda maqsadlariga muvofiq kelishi lozim.

Didaktik o'yinlar bolalarning birgalikda o'ynab, o'z manfaatlarini jamoa manfaatlari bilan uyg'unlashtirish olishi, bir-biriga ko'maqlashish va o'rtog'ining muvaffaqiyatidan xursand bo'lishi kabi yaxshi munosabatlarning tarkib topishiga yordam beradi. O'yinlar shaxsning sofdi llik, rostgo'ylik kabi ijobiy xislatlari shakllanishiga imkon beradi.

Didaktik o'yin bolalarning amaliy faoliyati hisoblanadi, chunki unda bolalar mashg'ulotlarda olgan bilimlaridan foydalanadilar. Shu nuqtai nazardan qaraganda, olgan bilimlaridan har xil usulda foydalanishlari uchun hayotiy sharoit yaratib beradi.

Bunday o'yinlarga kichik bolalar uchun «Rangiga qarab top», «Shakliga qarab top» kabi o'yinlarni misol tariqasida keltirish mumkin.

Katta guruh bolalari uchun «nimalar va qanday ishlarni bilishadi?», «Dehqonlar nimalarni etishtiradi?», «Kim ko'proq narsalarning nomini ayta oladi?» va boshqa o'yinlarni ko'rsatish mumkin.

Demak, didaktik o'yinlar bolalarning tevarak-atrof haqidagi bilimlarini mustahkamlashga yordam beradi, o'z shaxsiy tajribalari va mashg'ulotlarda olgan bilimlarni amalda qo'llay olishga o'rganadi, ulardagi fikrlash qobiliyatlarini, ijodiy kuchlarni, sensor jarayonni rivojlantiradi, olgan bilimlarni taniibga soladi. Didaktik o'yinlar ta'lim jarayonini yengilroq va qiziqarliroq qiladi. Bolalar yoshlariga mos, qiziqarli faoliyat orqali o'yinda amalga oshiriladigan aqliy tarbiya vazifasini juda oson va yaxshi o'zlashtiradilar. Didaktik o'yin bolalarni aqliy rivojlantirish maqsadida yaratiladi. Unda o'yin elementlari qancha ko'p bo'lsa, bolalarga u shuncha quvonch bag'ishlaydi. Didaktik o'yining muhim tomoni - uni o'tkazishdan ko'zda tutiladigan g'oyadir. O'yin g'oyasi bolalarda o'yinga qiziqish uyg'otadi, ko'pincha bu g'oya didaktik o'yinni boshlashga sababchi bo'ladi.

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МАКТАБГАЧА ТА'ЛИМ МУАССАСАСИ ВА МАКТАБ ХАМКОРЛИГИ

Atabekov Fozil O'razali o'g'li
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrasi dotsent vazifasi bajaruvchisi,
Toshpo'latova Madinabonu Tolibjon qizi
Jovliyeva Sevvara Nuralli qizi
Maktabgacha va boshlang'ich ta'limda jismoniy tarbiya va sport

***Rezyume:** Mamlakatimizda mustaqillik yo'lidagi ilk qadamlardanoq jamiyatning barcha sohalarini qamrab olgan siyosiy va iqtisodiy tub islohotlar amalga oshirila boshlandi. Ta'lim sohasida, jumladan uning birinchi pog'onasi hisoblanmish maktabgacha ta'lim*

sohasida ham katta o'zgarishlar qilinmoqda. MTM bilan maktab o'rtasidagi izchillik ta'limning shakl va uslublari ham bu o'z aksini topgan. Bugungi kunda ushbu izchillik do'zlarb masaladir. Ushbu maqolada maktabgacha ta'lim muassasasi va maktab xamkorligi yoritilgan.

Tayanch so'zlar: tarbiya, ta'lim, faoliyat, bolalar, yosh, o'yin, qonun.

Maktabgacha ta'lim uzluksiz ta'lim tizimining boshlang'ich bosqichi hisoblanadi va O'zbekiston Respublikasining «Ta'lim to'g'risida»gi, «Kadrlar tayyorlash milliy dasturi» to'g'risidagi Qonun talablari asosida tashkil etiladi.

Maktabgacha ta'lim sog'lom, har tomonlama yetuk bolalarni tarbiyalash uchun zarur tashkiliy, uslubiy, psixologik, pedagogik shart-sharoit yaratadi, bolalarni maktabda muntazam ravishda ta'lim olishga tayyorlash ota-onalarga yordam beradi. So'ngi yillarda maktabgacha ta'lim tizimini takomillashtirish, ta'lim tarbiya mazmuni shakli vosita va metodlarini yangilashga alohida e'tibor berilmoqda.

MTMda bolalarni bilim, ko'nikma va malakalari har o'quv yili yakunida nazorat mashg'ulotlar orqali tekshirilib boriladi. 6-7 yoshdagi bolalarning maktabga tayyorgarlik darajasi ushbu davlat talablari ko'rsatkichlari asosida tekshiriladi.

Tayyorlov guruhi bolalarini maktabda o'qishga tayyorlash muhirm o'rinni egallaydi. U maktabgacha bolalikni yakunlaydi va maktabda o'qishga o'qituvchi bosqich hisoblanadi. Ayni shu davrda bolalar xulq-atvori, faoliyatida ularning aqliy, ma'naviy-irodaviy va ko'tarinki sohalariga aloqador keyingi o'qitishlar uchun muhim bo'lgan xususiyatlar faol shakllanib boradi. Tayyorlov guruhi tarbiyachisining asosiy e'tibori barcha bolalarning maktabgacha ta'lim dasturida nazarda tutilgan mazmuni to'liq egallab olishlariga qaratiladi, chunki bu maktab ta'limiga to'laqonli tayyorlashning majburiy sharti hisoblanadi. Bolalarni maktabga tayyorlash vazifalaridan kelib chiquvchi katta guruhlardagi pedagogik jarayon o'ziga xosdir. Bu o'ziga xoslik maktabning ta'lim-tarbiya ishlaridan nusxa ko'chirishgina emas, balki bolalarning ularda maktabda muvaffaqiyatli o'qitish uchun zarur bo'ladigan sifatlarni og'ishmay shakllantirishga yo'llangan faoliyat va xulq-atvorlarini maxsus tashkil etilishidir.

Tayyorlov guruhiga kelganda bolaning har xii faoliyatlarida: o'z-o'ziga xizmat qilishda, navbatchi likda, tabiat qo'ynidagi mehnatida mustaqil namoyon bo'la boshlaydi. Boladagi mustaqillik va tashkilotchilik qobiliyati tarbiyachining bevosita rahbarligida ularning hamma faoliyatlarida shakllantirilib boriladi.

Jismoniy tarbiya dasturini bajarish umumiy vazifalarni amalga oshirish bilan bir qatorda, bolalarda ertalabki badantarbiya va jismoniy mashg'ulotlarni bajonidil bajarish, o'z harakatlarini takomillashtirishga xohish tarbiyalanadi. Shuning uchun bolaning jismoniy, aqliy faolligini va ish qobiliyatini o'stiruvchi harakat faolligini rivojlantirish kerak. Tayyorlov guruhi bolalarini maktabda o'qishga tayyorlash muhirmi o'rinni egallaydi. U maktabgacha bolalikni yakunlaydi va maktabda o'qishga o'tuvchi bosqich hisoblanadi. Ayni shu davrda bolalar xulq-atvori, faoliyatida ularning aqliy, ma'naviy-irodaviy va ko'tarinki sohalariga aloqador keyingi o'qitishlar uchun muhim bo'lgan xususiyatlar faol shakllanib boradi.

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Tarbiyachi bolalarning normal uxlashi va ovqatlanishini ta'minlash bo'yicha g'amxo'rlik qilib boradi. Ta'lim berish uslublaridagi izchillikning muhim sharti bolalarning bilim, malaka va ko'nikmalarni ongli egallab olishlariga erishish, bog'chada va maktabda ularning aqliy qobiliyatlarini va ijodiy faolliklarini o'stirishdi r. MTMi va maktabning boshlang'ich sinfida qo'llani ladigan juda ko'p usullar bir xil bo'lib, ular bolalarning aqliy, axloqiy-irodaviy rivojlanishlarini yaxshilashga qaratil gan, shu bilan birga ularning yangi mazmundagi bilimlarni egallashga, amaliy faoliyatga, bilishga qiziqishini oshirib, o'qituvchi bilan dars jarayonida yuzaga keladigan munosabatlar- ning murakkabroq shakllarini egallab olishlarga yordam beradi.

Tarbiyachining mashug'ulotlar jarayonida bolalarning amaliy faoliyatlariga, bilish jarayoniga bunday raxbarlik qilishi maktab va MTM o'rtasidagi ta'lim usulidagi izchillikning asosini tashkil etadi.

Maktabdagi dars, MTMidagi mashg'ulot bir muncha o'ziga xos xususiyatlarga ega, shu bilan birga ta'limning tashkiliy asosda olib borilishida esa umumiylik sezilib turadi. Mashg'ulot va darslarning mazmuni aniq dastur asosida olib borilishi, aniq belgilangan vaqt ajratilishi, pedagogning rahbarlik roli, ta'limning ilmiy asoslangan metod va usullaridan foydalanish, ta'lim berish jarayonida bolalarda o'quv faoliyati elementlari, o'z xulqini ixtiyoriy boshqarish qobiliyati, ma'lum maqsadga qaratilgan aqliy ish bilan shug'llanish qobiliyati tarbiyalab boriladi. Bular hammasi bolani maktab ta'limiga faol kirishib ketishga tayyorlaydi.

Shunday qilib, MTMlari bilan maktab o'rtasida ta'lim-tarbiya ishidagi izchillik bola shaxsini aniq maqsad bilan har tomonlama rivojlantirib borish imkonini yaratadi.

Maktabgacha ta'lim muassasasi va maktab o'rtasidagi aloqa ikki yo'nalishda olib boriladi:

1. Maktabgacha ta'lim muassasasi bilan maktabning pedagoglar jamoasi o'rtasidagi aloqa.

2. Maktabgacha ta'lim muassasasi bolalari va boshlang'ich sinf o'quvchilarini bir-birlariga yaqinlashtirish.

Maktabning boshlang'ich sinf o'quvchilari katta va tayyorlov guruhlari olib boriladigan ishlar mazmuni bilan tanishib boradilar va maktabda ta'lim berishda bolalar egallagan bilim, malaka va ko'nikmalarga asoslanadilar.

MTM bilan maktab pedagoglarining o'zaro aloqa o'rnatishlaridan ko'zlangan asosiy maqsad bolalarni zamon talabiga javob beradigan darajada maktab ta'limiga tayyorlash

uchun o'quv tarbiyaviy ishlar bo'yicha maktab bilan maktabgacha ta'lim muassasasi o'rtasida mustaxkam aloqa o'rnatish, bolalarning maktabda muvaffaqiyatli o'qib ketishlari uchun MTMsi va maktabda olib bori layotgan ta'lim- tarbiyaviy ishlarni chuqur tahlil qilib, bu sohada yuqori natijalarga erishishdir.

Maktabgacha ta'lim muassasasi bilan maktab o'rtasidagi aloqaning mazmuni va shakllari yuqoridagi vazifalarga qarab belgilanadi.

MTMsi bilan maktab pedagogik tashviqot, metodik va amaliy masalalar yuzasidan bir-biri bilan aloqa bog'laydi. Pedagogik tashviqot ishlari MTMsi maktabga tayyorlov guruhi tarbiyachisining va birinchi sinf o'qituvchisini MTMning maktabga tayyorlov guruhi da va birinchi sinfda olib boriladigan ta'lim-tarbiyaviy ishlar vazifasi bilan tanishtirishni, maktabga tayyorlov guruhi va I sinf dasturi mazmunini, tayyorlov guruhi bolalari va maktabdagi I sinf o'quvchilarining o'ziga xos xususiyatlarini o'rganishni taqozo etadi. Mana shunday usulda ish olib borilganda o'qituvchi va tarbiyachilar maktabni I sinf va MTMni tayyorlov guruhidagi bolalarga xos bo'lgan yosh xususiyatlarini, ularning ruhiy tabiatini, aqliy va ijtimoiy rivojlantirishlarini tushunib, ularni maktabga tayyorlov masalalarini yaxshiroq anglab olishlarida yordam beradi.

Bu maqsadni amalga oshirishda maktabgacha ta'lim muassasasi bilan maktab o'rtasida quyidagicha konkret aloqa shakllari o'rnatiladi: o'qituvchi va tarbiyachilar bolalarni maktabga tayyorlash va uzviylik masalalari bo'yicha, bolalarni maktabga tayyorlash bo'yicha birgalikda o'tkaziladigan tadbirlarning mosligini muhokama qilish uchun seminar, pedagogik kengashlarda qatnashish, shuningdek bolalarning yosh xususiyatlarini, ularning MTMdan maktabga o'tishlaridagi ruhiy qiyinchiliklar, maktab sharoitiga qiynalmay moslashishlariga yordam beruvchi omillar bo'yicha tarbiyachi va o'qituvchilar tomonidan tayyorlangan leksiyalar orqali tajriba almashuv va boshqalar kiradi.

Maktabgacha ta'lim muassasasi bilan maktab o'rtasidagi uzviy aloqaning pedagogik vazifasi MTMning tayyorlov guruhida va maktabning 1-sinfida olib boriladigan ta'lim-tarbiyaviy ishlarni amalga oshiradigan faoliyat shakllari va usullari bilan o'zaro tanishishni taqozo etadi.

Maktabgacha ta'lim muassasasi bilan maktab o'rtasidagi aloqaning amaliy vazifasi, shundan iboratki, bir tomondan, o'qituvchi MTMning tayyorlov guruhiga borib o'zining bo'lajak o'qituvchilari bilan tanishib boradi, ikkinchi tomondan tayyorlov guruhi tarbiyachilari o'zlarining sobiq tarbiyalanuvchilari birinchi sinfda qanday o'qiyotganini o'rganib boradilar. Bolalarni maktabga kuzatishda har bir bolaga aniq tavsifnoma beriladi.

Bu tavsifnomada tarbiyachi har bir bolaning rivojlanishidagi o'ziga xos xususiyatlarni ochib beradi, bu o'qituvchiga bola bilan munosabatda bo'lganda pedagogik nuqta nazardan to'g'ri yondashishda yordam beradi. Tarbiyachi ham o'z navbatida 1- sinfga borgan bolalari bilan izchil ravishda aloqa bog'lab boradi, darslarda bevosita qatnashib qanday o'qiyotganlari, xulqi, o'qishdagi muvaffaqiyatsizliklari sababini o'qituvchidan so'rash orqali ham aniqlab boradi. Bular hammasi tarbiyachini bolalar bilan olib borgan ta'lim tarbiyaviy ishidagi yutuq va kamchiliklarni bilib olishga imkon yaratadi.

Tarbiyachi va o'qituvchilar ilg'or tajribalarni tarqatish, tashviqot, targ'ibot qilish maqsadida shahar, rayon konferensiyalarida qatnashib fikr almashadilar.

Maktabgacha ta'lim muassasasi bilan maktab o'rtasidagi uzviy aloqa samarali bo'lishi uchun quyidagi shartlarga rioya qilish lozim. MTM bilan maktab o'rtasidagi aloqa izchil

amalga oshirib borilishi, u uzoq muddatga mo'ljallangan bo'lishi, amalga oshiriladigan ishlar, hal etiladigan masalalar rejali tusda bo'lishi zarur.

Hamkorlik asosini birgalikda ishlash bo'yicha tuzilgan istiqbol rejasi tashkil etib, unda o'zaro aloqaning bosh vazifasi, mazmuni, ish shakllari, vaqti, bajarish uchun javobgar shaxslar ko'rsatilishi lozim.

Maktab bilan MTM yil davomida mana shunday aloqa o'rnatib borishi natijasida ta'lim-tarbiyaviy ishlar yaxshi natija beradi.

Bolalarni maktab o'quvchilariga yaqinlashtirish shakllari ham xilma-xil: maktabga ekskursiya uyushtirish, maktab muzeyiga, sinf xonasiga, kutubxona, ustaxonaga borish, birgalikdagi mashg'ulotlar, bayram ertaliklari, musiqa-badiiy kechalar o'tkazish, rasmlar hamda loy plastilindan yasalgan o'yinchoqlar ko'rgazmasini tashkil etish va boshqalardir.

Ta'limning tarbiyalovchi va rivojlantiruvchi xususiyati hozirgi zamon ta'limiga xos prinsipdir. Bu bolalardagi bilimga qiziq ish va bilish jaryonlarini rivojlantiradi. Buning uchun bolalarga beriladigan bilim, malaka, ko'nikmala ma'lum izchillik bilan takomillashtirilib boriladi. Natijada bolalar kattalarning ko'rsatmasi va namunasi bo'yicha ish-harakatlarni bajarishga, oldin egallagan bilimlarini yangi faoliyatda qo'llashga, o'zining xulqi, ishi, hatti-harakatini nazorat qilish va to'g'ri baholashga o'rganib boradilar.

Bolalarda topshiriqqa ongli munosabat shakllanadi. Tarbiyachining tushuntirish va ko'rsatmalarini diqqat bilan tinglash, o'z ishida yaxshi natijaga intilishi, ma'lum tezlik va izchillikda diqqat bilan ishlash malakasi shakllanadi, ish qobiliyati ortadi.

Tarbiyachi mashg'ulot paytida har bir bolaning diqqati, tafakkuri, xotirasi, bilim va malaka darajasidagi o'ziga xos xususiyatlarni e'tiborga oladi.

Ta'lim jarayoniga alohida yondoshish aqliy vazifalarni, ularni bajarish usullarini murakkablashtirib borishni sekin-asta amalga oshirishni taqozo etadi. Masalan, bola biror narsani o'zicha hikoya qilib bera olmasa, tarbiyachi unga mavzuga doir reja beradi, keyinchalik ishni mustaqil bajarishni topshiradi. Alohida yondoshish orqali tortinchoq, sust bolalar faollashtirib boriladi, materialni yaxshi o'zlashtiradigan bolalarga topshiriq murakkablashtiriladi.

Demak, maktabga tayyorlov guruhida qo'llaniladigan metodlarning o'ziga xos tomoni bor. Ko'rgazmali metodlar bu erda faqat harakat usulida ishlatilmay, shu bilan birga bolalarning fikrlash faol iyatini faollashtirish uchun ham qo'llaniladi.

Masalan, manzarali rasm chizish mashg'ulotida namunun ko'rsatishdan mashg'ulotning boshida xotirani, xayol obrazini jonlantirish uchun foydalaniladi, mashg'ulotning oxirida esa o'zining bajargan ishini, rasmni to'g'ri bajarganini tekshirish uchun namuna bilan taqqosligi ko'rish maqsadida foydalaniladi.

Bilimlarni bolalar puxta o'zlashtirib olishlari, ta'lim jarayonini faollashtirish maqsadida amaliy va o'yin metodlarini ko'rgazmali metod bilan to'g'ri qo'shib olib borishda og'zaki metod katta ahamiyatga ega. O'yin metodlari, ayniqsa didaktik o'yinlar metodi ham o'z ahamiyatini yo'qotmaydi. Chunki ta'lim o'yinlar, ayniqsa didaktik o'yinlar orqali olib borilgan bolalar o'quv vazifasini yaxshiroq anglab oladilar, bu ulardagi ixtiyoriy diqqatni oshiradi, faoliyatni faollashtirib, bilishga qiziqishni kuchaytiradi.

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MAKTABGACHA TA'LIM MUASSASALARIDA IQTISODIY TARBIYA

Atabekov Fozil O'razali o'g'li
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedراسи dotsent v.b.
Erkinxodjayeva Gulnoza Eldorxo'ja qizi
Kengboyev Nurlan Tolgat o'g'li
Maktabgacha va boshlang'ich ta'limda jismoniy tarbiya va sport I kurs

***Rezyume:** Barkamol avlodni tejamkorlik ruhida tarbiyalashda iqtisodiy tarbiyaning ahamiyati beqiyos. Ma'lumki, insonning kundalik turmush tarzi mehnat yoki boshqa bir faoliyat turi bilan bog'liq bo'ladi. O'sib kelayotgan bolaga iqtisod qilishni o'rgatish maktabgacha ta'lim tizimida ham muhim ahamiyatga ega. Ushbu maqolada maktabgacha ta'lim muassasalarida iqtisodiy tarbiya masalasi o'rganilgan bo'lib bugungi kundagi dolzarb jihatlari tahlil qilingan.*

***Tayanch so'zlar:** tarbiya, ta'lim, mehnat, iqtisod, estetika, bolalar, maktabgacha ta'lim muassasi, vatanparvarlik.*

Inson o'z kamoloti davomida turli yo'nalishda tarbiyalanadi. Ular ma'naviy, ma'rifiy, ekologik, vatanparvarlik, huquqiy, mehnatsevarlik, fuqarolik, estetik, jismoniy va iqtisodiy tarbiya kabi yo'nalishlarda joriy etilgan. Ular ichidan iqtisodiy tarbiya bo'lajak mutaxassislarni jamiyat va davlat, qolaversa, oiladagi jarayonlarga ongli munosabatini shakllantirish bilan birgalikda, tejamkorlikni, isrofgarchilikka nafrat- ni, ishbilarmonlikni,

tadbirkorlikni, tashabbuskorlik, iqtisodiy hisob- kitob va shu kabi iqtisodiy jihatlarni qamrab oluvchi insoniy fazilat- larni yuksaltirishga xizmat qiluvchi tarbiyaviy asosdir.

Demak, iqtisodiy tarbiya insonning ham ma'naviy jihatdan, ham moddiy jihatdan yuksaklik sari sa'y-harakatlarini ta'minlashdan iborat.

Barkamol avlodni tejamkorlik ruhida tarbiyalashda iqtisodiy tarbiyaning ahamiyati beqiyos. Ma'lumki, insonning kundalik turmush tarzi mehnat yoki boshqa bir faoliyat turi bilan bog'liq bo'ladi. Ularda mehnat (xoh jismoniy bo'lsin, xoh aqliy) sarfining nechog'liq kam bo'lib, yuqori samaradorlikka erishish muhimdir.

Kam mehnat sarflab, ko'proq (yaxshiroq) natijani qo'lga kiritish ushbu sohadagi optimal variant hisoblanadi.

Iqtisodiy tarbiya bolalarning tevarak-atrofdagi muhitni, muayyan buyumlarni anglab, ularni avaylab-asrash va bilib olishning mustahkam vositasi bo'lib, ularga nazariy bilimlarni qo'Uash imkoniyatini yaratib beradi va ularning ongini hissiy tasavvurlar bilan boyitadi.

Iqtisodiy tarbiya - ishlab chiqarishning jamiyatda tutgan o'rni, ishlab chiqarish vositalari va ish quollarining mohiyati, ular orasidagi uzviy aloqadorlikni o'rgatish va odamlarda shu bilimlarga ko'nikma hosil qilish.

Iqtisodiy ta'lim va tarbiyaning asosiy **maqsadi** o'quv mashg'ulotlarini olib borishda talaba-yoshlar ongida tejamkorlik, ishbilarmonlik, tadbirkorlik kabi iqtisodiy jihatlarni o'z ichiga oluvchi xislatlarga nisbatan ongli munosabatni shakllantirishdan iborat.

Ushbu maqsadni amalga oshirishda bir qator **vazifalarni** hal qilishga to'g'ri keladi. Ular quyidagilar:

- Iqtisodiyotning mohiyatini anglatish orqali inson iqtisodiy qudratining oila va davlat iqtisodiy qudratini yuksaltirishdagi ahamiyatini yoritish;
- Inson mehnati hamda mehnat mahsuli bo'lgan moddiy va ma'naviy ne'matlarni qadrlash, asrab-avaylash;
- tejamkorlik, ishbilarmonlikka muhabbatni uyg'otish;
- oila budjeti va moddiy boyliklarni sarflash haqidagi bilimlarni yuksaltirish;
- tejamkorlik va boylikni ijtimoiy burch sifatida qarash;
- moddiy va ma'naviy boyliklar haqida muntazam ravishda tasavvurlar shakllantirish;
- iqtisodiy faoliyatni tashkil etishga ongli munosabatni tarbiyalash; • iqtisodiyotni ilmiy asosda tashkil etish;
- mehnat samaraligidan faxrlanish. Har qanday tarbiyada ham o'sha tarbiyaga tegishli tushunchalarning mazmunini to'liq anglab yetish o'sha tarbiya samaradorligini oshirishi hech kimga sir emas.

Bu borada o'quv yurti va oila sharoitida talaba-yoshlarning iqtisodiy tafakkurini yuksaltirishda, ularni hamkorlikka va ishbilarmonlikka chaqirishni, iqtisodiy hisob-kitoblarni o'rganishni hayotiy tajriba asosida amalga oshirish iqtisodiy tarbiyada muhim ahamiyat kasb etadi.

Iqtisodiy tarbiyada tejamkorlik, tadbirkorlik, mehnatsevarlik, tashabbuskorlik, ishbilarmonlik, iqtisodiy hisob-kitob, oila budjeti va boylik kabi tushunchalarning muhim ahamiyati bor.

Ular ichidagi boylik tushunchasiga juda qadimdan boshlab turli fikrlar bildirilgan.

- Talaba-yoshlarga iqtisodiy tarbiya berishda tarbiyaning mazmunmohiyatiga e'tibor berilsa, ijobiy pedagogik samarani qo'lga kiritish mumkin bo'ladi.

Iqtisodiyotda dastavval, oila budjeti va iqtisodiy qudrati eng muhim asoslardan ekanligi hech kimga sir emas. Shu sababli oila budjeti to'g'risidagi ma'lumotlarni keltirib o'tamiz.

Oila budjeti.

➤ Inson shaxs sifatida shakllandimi, endi u oilaga va jamiyatga xoh iqtisodiy, xoh ma'naviy jihatdan bo'lsin foydasi tegishini harakatlarni qilishi lozim. Ayniqsa, shaxs oilali bo'lganida oila iqtisodiy qudratini mustahkamlash asosiy vazifa bo'lish kerak.

➤ Oila budjetini mustahkamlash va sarflashda quyidagilarga e'tibor berib borish zarur:

➤ oilaviy ehtiyoj;

➤ oilaviy orzu-havas;

➤ oila ravnaqini o'ylash va shu kabilar.

➤ Bunda oilaviy ehtiyoj zarur, uni bajarishga harakat qilish kerak.

➤ Oilaviy orzu-havas, oila ravnaqi uchun imkoniyat darajasida harakat qilish lozim.

➤ Demak, iqtisodiy tarbiyani oiladan boshlash talab qilinadi. Bu orqali oilasiga va qolaversa, shaxsan o'ziga tegishli bo'gan imkoniyat hamda ne'matlarning qadr-qimmatiga etishga erishiladi. Bularning keyingi holatlarda ham, ya'ni o'rta umumta'lim, o'rta maxsus, kasb-hunar ta'limi va oliy ta'limdagi o'quv muassasalarida ham iqtisodiy tarbiyani amalga oshirishga ijobiy ta'siri katta bo'ladi.

➤ Iqtisodiy tarbiyaning dastlabki bosqichlari uzoq tarixga ega. Ular kishilik jamiyati taraqqiyotiga mos ravishda takomillashib kelavergan.

➤ Iqtisodiy tarbiyaga tegishli ma'lumotlarni ilohiy kitob - Qur'oni Karimda va muqaddas kitob - Hadisi sharif hamda «Avesto» bitiklarida ham topish mumkin. Iqtisodiy tarbiya Sharq mutafakkirlarining asarlarida ham bayon etib kelingan. Jumladan, Muhammad ibn Muso al-Xorazmiy asarlarida qozixonada meros va uni taqsimlash bo'yicha alohida xodim faoliyat ko'rsatishi qayd etilgan. Ular shubhasiz qozixonadagi iqtisodiy muammolar yechimlarini hal etish uchun jalb etilgan.

➤ Bu borada Farobiyning «Inson o'z mablag'ini sarflashni bilishi kerak. Pul sarflashda qizg'anchilik qilish xasislikka olib keladi. Pullarni rejasiz ishlatish esa insonni beboshlikka etaklaydi», degan fikri o'rinidir.

➤ Tejamkorlikda vaqt masalasi alohida e'tiborga molik tushunchadir. U inson ixtiyoridagi bebaho xazina. Shu sababli ham «Kun qaytadi, ammo vaqt qaytmaydi», degan naql bor, chunki vaqt o'lchovidir. Undan dunyoni o'rganish, o'zgartirish, shaxsiy manfaat, el-yurt xizmati va mehnat samaradorligini oshirish borasidagi faoliyatlarda foydalanish mumkin. Shu sababli ham u qadrlidir. Tarixiy voqealardan foydalanish iqtisodiy tarbiya berishning samaradorligini oshiradi va talaba-yoshlar ma'naviyatini yuksaltirishga yordam beradi.

➤ Talaba-yoshlarga iqtisodiy tarbiya berish yo'llaridan yana biri - bu tarixiy voqealar asosida, ularning iqtisodiy tarbiyaga oid tafakkurini boyitishdan iboratdir.

➤ Tejamkorlik tarbiyasi mehnat, axloqiy va iqtisodiy tarbiyalarning muhim asosi hisoblanadi. Shu sababli ham talabalarga iqtisodiy tarbiya berishda, o'gitlar va hikmatlardan foydalanib, ularni tahlil qilib borilsa, iqtisodiy tarbiya samarali kechadi.

Demak, iqtisodiy tarbiya berishning samarali yo‘llaridan biri - bu iqtisodiy tafakkurni yuksaltirishga oid o‘g‘it va hikmatlardan foydalanishdan iborat bo‘lib, dars mashg‘ulotlarida ulardan mosini tanlab va uni tahlil qilib, talabalarning iqtisodiy tafakkuri rivojlantiriladi.

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INGLIZ TILINI O'QITISHDA LOYIHAGA ASOSLANGAN TA'LIM 21-ASRNING INNOVATION YONDASHUVI SIFATIDA

Axmedova Ugiljon Kuronboyevna
Urganch Davlat Universiteti tayanch doktoranti

***Annotatsiya:** Maqolada Loyihaga asoslangan ta'lim - bu 21-asr talabarlari uchun mazmunli ta'lim tajribasini yaratish uchun innovatsion, amaliy yondashuv ekanligi ko'rsatib berilgan.*

***Kalit so'zlar:** loyihaga asoslangan ta'lim, pedagogik vosita, innovatsion va amaliy yondashuv, muvaffaqiyatli loyihalar, loyiha usullari.*

Izlanish asosida o'rganish (**Inquiry-based learning**) yoki muammoli ta'lim (**Problem-based learning**) bilan birgalikda ko'pincha muhokama qilinadigan loyiha asosida o'qitish (**Project-based learning**) ingliz tili o'qituvchilari uchun juda mashhur va yuqori samarali pedagogik vositaga aylanmoqda. Garchi u faqat loyihani yaratishdan ko'proq narsani nazarda tutsa ham, PBL turli xil ta'lim sharoitlarida qo'llaniladi. Aksariyat o'qituvchilar talabalarini

tanqidiy fikrlashga jalb qilish va yangi tarkibni o'rganish uchun amaliy yondashuv vositasi sifatida PBLdan foydalanishni afzal ko'rishadi.

PBL asosiy tematik birlik rejasidan nimasi bilan farq qiladi?

Garchi PBLning umumiy maqsadi bir nechta mavzuni bitta loyihaga birlashtirish bo'lsada, bu shunchaki bitta mavzuga bag'ishlangan darslar to'plami emas, oxirida loyiha bilan yakunlanadigan ta'lim turidir. PBLning boshqa o'quv uslublaridan farq qiladigan ba'zi bir aniq usullari mavjud:

- Loyiha ishlari mazmunli bo'lib, darslar uchun minbar vazifasini bajaradi;
- Loyihani ishlab chiqish va yaratish talabalarning qiziqishi yoki muammolaridan kelib chiqadi;
- O'qituvchining roli katta miqdordagi to'g'ridan-to'g'ri o'qitishni emas, balki o'quvchilarni loyiha bo'yicha boshqarishdadir;
- Loyihani bajarish jarayoni sinfda bo'lishi, ko'p oylar davom etishi, boshqa ta'lim dargohlari bilan bog'lanishi yoki jamoaga ta'sir qilishi kerak;
- Garchi talabalar individual topshiriqlarni bajara olsalar ham, hamkorlik va hamkorlikda o'rganishga ahamiyat beriladi;
- Talabalar har kuni loyiha bilan o'zaro aloqada bo'lib, darslar loyihaga qo'shilib boriladi;
- Loyiha sinfda talabalar tomonidan bajariladi. Bunga o'qituvchi yoki ota-onaning aralashuvi bo'lmaydi;
- Loyiha yakunida talabalarga o'z tajribalarini aks ettirish va baham ko'rish uchun yetarli vaqt beriladi.

Muvaffaqiyatli loyihalarga misollar

Loyihaga asoslangan ta'lim atamasi ko'p jihatdan qo'llaniladi va o'qituvchilar aynan loyihani tashkil etadigan narsalar to'g'risida turlicha fikrlarga ega. Eng keng tarqalgan loyihalardan biri bu sinfni dunyodagi ma'lum bir muammo yechimini topishga qaratilgan mavzulardir. Buni ingliz tili darslarida “ **Save the.....**” mavzusi bo'yicha bajartiramiz. Ya'ni “ **Save the water**” (ichimlik suvini asraylik), “**Save the world**”(dunyoni asraylik) yoki “**Save the nature**” (tabiatni asraylik) kabi mavzular bo'lishi mumkin. Yangi tarkibni o'rganishda konstruktivistik yondashuvni o'z ichiga olgan ba'zi osonlikcha o'zgartirilishi mumkin bo'lgan loyihalarni keltirib o'tamiz:

• **Ob-havo stantsiyasi!(Weather Station!)** Ikki (yoki undan ortiq) ob-havo stantsiyasini o'z saytingizda yarating va saqlang. Ikkinchisini boshqa saytga yuboring. Har bir talabaga bir kun meteorolog bo'lishini, u yerda kunlik ob-havo ma'lumotlarini yozib turishini talab qiling. Bir necha hafta davomida ma'lumotlarni to'plating. So'ngra ma'lumotlarni o'zingizning saytlaringiz bilan taqqoslang va yosh olimlarga ob-havoning kundan kunga va vaqt o'tishi bilan qanday o'zgarishi haqida kashfiyotlar qilishga yordam bering. Yer fanlari standartlari, grafikalar va ma'lumotlar yig'ish standartlari kabi ma'lumotlarni yig'ishni o'rgating.

• **Ta'limga oid musiqiy video.** O'qituvchilar talabalari uchun har qanday mavzuni olishlari va musiqiy video yaratish orqali uni qiziqarli qilishlari mumkin. Ular drama, musiqa, raqs, rekvizitlar, plakatlar va kostyumlardan foydalanib, ijro etiladigan qo'shiqni ijro etishlari va qo'shiq kuylashlari mumkin. Keyin videolarni (ota-onalarning ruxsati bilan) Internetga yuklash va boshqa o'qituvchilar tomonidan boshqa sinflarda namoyish qilish uchun yuklab olish mumkin! Mavzuga qarab texnologiya, ssenariy yozish va san'at bilan aloqalar o'rnatilishi mumkin

Ishni boshlash

Loyihaning aksariyat qismi talabalar tomonidan yaratilganligi sababli, o'qituvchilar uchun tafsilotlarni to'liq xaritada ko'rsatish qiyin bo'lishi mumkin. Ba'zi o'qituvchilar uchun bu nazoratni olib borish qiyin. PBLning eng muhim komponenti talabalarga sinfda o'rganilayotgan tarkib va atrofda dunyo o'rtasida mazmunli va doimiy aloqalarni o'rnatishda yordam berishdir. Buning uchun hal qilinishi kerak bo'lgan muhim savollar / muammolar bilan boshlang. Quyida muayyan PBLni rejalashtirishning usullari bilan tanishib chiqamiz:

1. Vaqt jadvalini o'rnating. Loyihani yaratish, ishtirok etish va uni baham ko'rish uchun yetarli vaqt bering. To'rt va sakkiz hafta orasi odatiy holdir.
2. Yechilishi kerak bo'lgan muammoni yoki beriladigan savollarni aniqlang. Misol: Yomg'ir o'rmonini saqlab qolish uchun qanday yordam beramiz? Ob-havo qanday o'zgaradi? Qayta ishlash dasturini boshlasak nima bo'ladi?
3. Muammoni hamma tanqidiy fikrlay olishga yordam beradigan tarzda o'ylashi uchun kirish darsini rejalashtiring. Bunga jamiyatdagi dolzarb muammolarga bag'ishlangan yoki o'z jamoalarida ajoyib ish qilgan bir guruh odamlar haqida prezentatsiya keltirish mumkin.
4. Haqiqiy loyihani yaratish uchun barcha kerakli materiallarni to'plang, boshqa jamoa a'zolari bilan kelishib oling va o'zingizning sinfingiz bilan suhbatlashish uchun ekskursiyalar yoki mehmon ma'ruzachilarini rejalashtiring.
5. Talabalarga har kuni loyiha bilan shug'ullanishlariga imkon beradigan dars tartibini tuzing. Ular ma'lumot yozishlari kerakmi? Biror narsa qilish kerakmi (ya'ni qayta ishlash uchun bo'sh qutilar, hayvonni boqish, ko'proq tadqiqotlar o'tkazish)?
6. Loyiha davomida mustaqil ta'lim faoliyati va to'g'ridan-to'g'ri o'qitish rejasini tuzing.
7. Amaliy yozish faoliyati bilan shug'ullanish, tegishli adabiyotlarni o'qish va sinf muhokamalarini o'tkazish orqali aniq o'quv standartlariga yo'naltirilgan darslarni birlashtirganingizga ishonch hosil qiling.
8. Kulminatsion faoliyatni rejalashtirish. Bu kabi imkoniyatlarni boshqa turli xil ta'lim muassasasi bo'ylab aylanish kuni yoki ota-onalarni loyihada ishtirok etishga taklif qilish kiradi.

Maqolamizda keltirilgan barcha fikrlarimizni jamlab shunday xulosa keltirishimiz mumkin, ya'ni Loyihaga asoslangan ta'lim (PBL) chin ma'noda 21-asrning innovatsion yondashuvi sifatida olinayotgan ijobiy amaliy natijalarning isbotidir. Loyihlarni bajarish davomida bugunning talabasi haqiqiy mustaqil ta'lim oladi va mustaqil izlanuvchilik bilan shug'ullanadi. Eng muhimi shundaki, talaba o'zining hali ochilmagan va o'zi ham anglab yetmagan qobiliyatlarini ochish davomida, o'ziga bo'lgan ishonch va o'zidagi ijodkorlik rivojlantira oladi. Bu esa bugungi 21-asr ta'lim tizimini o'z oldiga qo'ygan maqsadlariga erisha boshlaganidan dalolat beradi.

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OLIV O'QUV YURLARIDA MASOFAYIV (ONLINE) TA'LIM: MUAMMOLAR, QIYINCHILIKLAR VA IMKONIYATLAR

Ra'no Rozikova
Feruza Ahmedova
Ingliz tili fani o'qituvchilari
Toshkent Xalqaro Vestminster Universiteti

***Annotatsiya:** Bugungi kunda butun dunyo xalqlari uchun, millatidan, so'zlashuv tilidan qat'iy nazar, eng tushunarli so'z bu "online" atamasi bo'lib qoldi desak mubolag'a bo'lmasa kerak. Sababi dunyo hamjamiyatiga birdek ta'sir ko'rsatgan pandemiya jahon ta'lim tizimini online (masofaviy) usulda olib borishga majbur qildi. Quyida ushbu yangi ta'lim shaklining O'zbekiston tajribasida kuzatilgan qulayliklari va kamchiliklari haqida fikr bildiriladi.*

***Kalit so'zlar:** masofaviy ta'lim, pandemiya, talabalar faolligi, imkoniyat, yangi tajriba*

Deyarli dunyoning har bir nuqtasida koronavirus pandemiyasi sababli insoniyat turli jabhalarda keskin o'zgarishlar guvohi bo'ldi. Vaziyat taqozosi bilan ko'p sohalar yangi transformatsiyalarga yuz tutdi; ular yangi sharoitga moslashishtirilgan tartib-qoidalarni, ish usuli va faoliyat tarzini tanlashga majbur bo'ldi. Xususan, ta'lim sohasi tizimi ham uzluksiz ta'limni saqlash maqsadida tezkor qarorlar asosida o'qitishning masofaviy shaklini yo'lga qo'ydi va bu ekspertlar tomonidan ta'lim sohasidagi eng katta keskin burilish sifatida baholanmoqda.

Shubhasiz, O'zbekiston ham jahon bilan hamnafas masofaviy ta'lim formatini oliy ta'limga joriy etdi. Yurtimizdagi barcha mahalliy va xalqaro oliy o'quv yurtlari o'zlari uchun qulay bo'lgan masofaviy ta'lim platformasini tanlab, ushbu platforma asosida ta'lim berishni yo'lga qo'ydi. Bu burilishni O'zbekiston tajribasida ilk bor kuzatar ekanmiz, masofaviy ta'limning ko'zga yaqqol tashlanadigan qulayliklari va ba'zi qiyinchiliklarini keltirib o'tishni joiz deb topdik.

Garchi ta'limning bu usulu O'zbekiston oliy o'quv yurtlari tizimida ilk va kutilmagan tajriba bo'lsa-da, kuzatuvlar uning muhim qulayliklarini quyidagicha baholaydi:

1. Talabalar istalgan manzildan turib ta'lim olish imkoniga ega. Bunda talabalar o'zlariga qulay bo'lgan masofadan turib mashg'ulotlarda ishtirok eta oladilar va o'z navbatida ushbu xolat yuqori davomatni ta'minlaydi.

2. O'quv materiallari platformada bir manbada saqlanganligi talabalarga mavzularni mustahkamlash qulayligini yaratadi. Barcha platformalarda online mashg'ulot materiallari, audio va video materiallar mashg'ulotlar mavzusi doirasida guruhlashtirilib joylashtiriladi. Bu esa talabalarga istalgan vaqt ularni mustahkamlash maqsadida manbaga murojaat qila olish imkonini yaratadi.

3. Talaba va o'qituvchilarda ko'plab nufuzli seminar va treninglar, hususan, xalqaro vebinarlarda ishtirok etish imkoniyati yanada oshadi. Ayniqsa, kechki soatlarda ham olib boriladigan masofaviy tarzdagi tadbirlarda talaba qizlar va ayollar qatnashish ehtimoli ko'proq bo'ladi.

4. Vaqt va ta'lim xarajatlari uchun mablag' tejaladi. Ta'lim maskaniga qatnash zarurati yo'qligi sababli uning uchun ketadigan vaqt va mablag' bir necha barobarga qisqaradi.

5. Talabalar o'qish bilan birga ma'lum bir ish faoliyati bilan ham shug'ullanishlari mumkin. Ma'lumki, talabalar o'rtasida katta yoshli, oilali yoki ma'lum faoliyat turi bilan

shug'ullanuvchi yoshlar soni kam emas. Masofaviy ta'lim kunning ular uchun qulay vaqtida bilim olishi uchun shart-sharoit yaratadi.

6. Ta'lim usuli online bajariladigan foydali interaktiv mashqlarni darslarga tadbiq etish imkonini beradi. Masalan, talabalar dars jarayonida matching (munosib javobga moslashtirish), drag and drop (to'g'ri katakka joylash) kabi mashqlarni bajarish orqali o'rgangan bilimlarini tezlik bilan tekshirib olishlari mumkin. Ma'lumki, bu turdagi interactive topshiriqlar internet manbalarida juda ko'p va ulardan foydalanish yuzma-yuz ta'lim shaklida samarali emas.

7. Talabalar ham o'qituvchilar ham raqamli texnologiyalardan foydalanish jarayonidagi qiyinchiliklarni yengish barobarida yangi texnik bilimlarini orttirishadi.

O'z navbatida, ommaviy tarzda masofaviy ta'lim tajribasini oliy ta'limga joriy qilish bir necha muammo va qiyinchiliklarni keltirib chiqaradi. Shu jumladan, O'zbekiston oliy ta'lim maskanlarida ham ta'lim berish asosan yuzma-yuz o'qitishga asoslanganligi va masofaviy ta'lim platformalari qisman tanishtirilgan bo'lsada ulardan foydalanish ko'rsatkichi amalda deyarli past ekanligi sababli ushbu ta'lim turi muammolarni chetlab o'tmadi. Ta'lim berish va olish jarayonida quyidagi muammoli xolatlarda masofaviy ta'lim tajribasi doirasida kuzatildi.

1. Yuzma-yuz muloqot yetishmovchiligi ba'zi talabalarining mavzuni o'zlashtirishiga salbiy ta'sir ko'rsatadi. Bunda mashg'ulotlar davomida talabalarda istalgan vaqt o'qituvchi yoki guruhdoshlardan savol so'rash yoki yordam olish imkoni cheklanishi mumkin.

2. Talabalarining dars jarayonida mavzudan chalg'ish ehtimoli yuqori bo'ladi. Bunga ta'lim oluvchining uydagi sharoiti, o'qituvchi nazoratining yetishmasligi, dars bilan bir vaqtda turli ijtimoiy tarmoqlarga ulanib olishi kabi omillar sabab bo'lishi mumkin.

3. Elektr tarmog'idagi nosozliklar, internet provayderining sekin ishlashi ta'limni uzluksiz va ravon olib borilishiga to'sqinlik qiladi. Barcha hududlarda ham internet ta'minoti imkoni yo'qligi talabalarining vaqtida online o'quv mashg'ulotlariga konferens tarzda ulanish va aynan jonli mashg'ulotlar davomida faol ishlash olish imkonini cheklaydi.

4. Ko'plab talabalarining kompyuter uskunalariga ega bo'lmasligi moddiy qiyinchilikni keltirib chiqaradi. Yoki aynan bir vaqtning o'zida oilaning bir necha talaba vakillariga jonli muloqotga asoslangan mashg'ulotlarda qatnashishi uchun yetarli uskunalar yetishmaydi.

5. Ba'zi talabalar dars jarayonida video orqali muloqot qilishdan bosh tortishadi. Bunga sabab ular o'z yashash sharoitlarini oshkor qilishni istamasligi yoki ularning aynan o'quv mashg'uloti vaqtida faqat texnik ulanganligi va mashg'ulotni kuzatib bormayotganligidir.

Qayd etilgan kamchiliklarga yoki ta'limni tashkil etishdagi qiyinchiliklarga qaramasdan masofaviy ta'lim usuli innovatsion ta'lim turi sifatida o'z ahamiyatiga va o'rniga ega. Tajribalar shuni ko'rsatadiki, pandemiya sharoiti bo'lmagan vaziyatda ham masofaviy ta'lim elementlarini ta'limda saqlab qolish o'rinli. Masalan, nazariy mashg'ulotlar yoki ma'ruzalar media vositalari bilan masofaviy ta'lim platformalarida joylanib borilganda talabalarda istalgan vaqtda ularga qayta murojaat qila olish imkoni bo'ladi. Boshqa tarafdin olib qaraganda, yuzma-yuz mashg'ulotlarning o'rnini beqiyos va uning samarasi sanoqsiz ilmiy manbalarda isbotlangan. Xulosa o'rnida aytish mumkinki, vaziyat qaysi ta'lim shaklini taqozo etishiga qaramay, ta'lim olishga bo'lgan kuchli qiziqish va xohish har qanday murakkab vaziyatdan samarali chiqishga omil bo'la oladi.

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BOSHLANG‘ICH SINFLARDA ONA TILINI O‘QITISHDA ZAMONAVIY TEXNOLOGIYALARDAN FOYDALANISH

**Salimova Muqaddas Xayoyevna,
Sirdaryo viloyati, Boyovut tumani, 13-maktab o‘qituvchisi**

Annatsiya: Hozirda mamlakatimizda ona tilini rivojlantirishga katta e’tibor qaratilib, maktablarda, ta’lim muassasalarida ona tilini o‘qitishda turli innovatsion va pedagogik texnologiyalardan foydalanish ustuvorlik kasb etmoqda. Ushbu maqola boshlang‘ich sinflarda ona tilini o‘qitish metodikasiga bag‘ishlangan.

Kalit so‘zlar: “Sergul daraxt” metodi, “Munosiblik testlari”, pedagogik texnologiyalari

Muhtaram prezidentimiz Shavkat Miromonovich Mirziyoev “O‘zbek tili nufuzini oshirish to‘g‘risida”gi ma’ruzalarida, jumladan shunday degan edilar: “Davlat tili masalasi milliy g‘oyamizning asosiy tamoyillaridan biri bo‘lishi zarur”. Yosh avlod qalbida ona tilimizni bolalikdan singdirish maqsadida ta’limning barcha bosqichlarida o‘zbek tilini zamonaviy va innovatsion texnologiyalar asosida mukammal o‘rgatishga alohida e’tibor qaratishimiz zarur” - degan edilar.

Darhaqiqat, yosh avlod farzandlarimiz milliy tilimizni, an’ana va qadriyatlarimiz yaxshi bilishlari hamda ularga hurmat va ehtirom bilan qarashlari uchun avvalo, ona tilimizni puxta bilishlari zarur.

Ona tili – har bir elatning, xalqning, millatning o‘z tili. Ona tili lug‘at tarkibi, asosan, shu tilga mansub xalqning turmushi, madaniyati va an’analarini ifodalaydigan so‘z va tushunchalardan iborat bo‘ladi. Ona tili taraqqiyoti har bir elat, xalq va millatning ijtimoiy rivojlanishi bilan uzviy bog‘liq. Boshlang‘ich sinflarda interfaol metodlar va ta’limiy o‘yinlardan, zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish o‘quvchilarni mustaqil fikrlashga, ijodiy izlanish va mantiqiy fikrlash doiralarini kengaytirish bilan birga ularni darslarda o‘rganganlarini hayot bilan bog‘lashga, qiziqishlarini oshirishga yordam beradi. O‘qituvchilarning bunday zamonaviy talablar asosida yaratilgan sharoitlardan samarali foydalanib, darslarni ilg‘or pedagogik hamda axborot kommunikatsiya texnologiyalari asosida tashkil etilishi ta’lim-tarbiya jarayonini sifatini kafolatlaydi.

Ta’limiy o‘yinlarga qo‘yiladigan asosiy talablar quyidagilardan iborat:

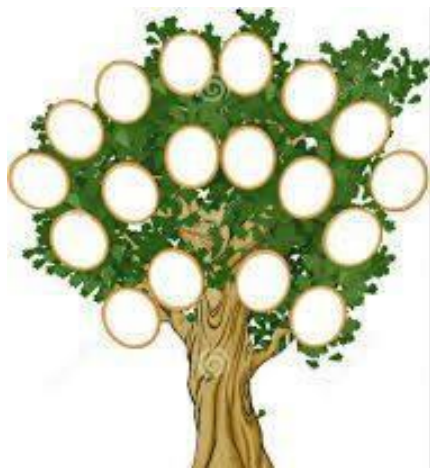
1. Ta’limiy o‘yinlar o‘quvchilar yoshiga mos bo‘lishi kerak;
2. O‘yinlar o‘tilayotgan mavzu mazmun-mohiyatiga mutanosib bo‘lishi lozim;
3. Ta’limiy o‘yinlarni o‘tkazish vaqti aniq belgilanishi shart;

4. Ta'limiy o'yinlar ham ta'limiy, ham tarbiyaviy ahamiyatga ega bo'lishi kerak;
5. Ta'limiy o'yinlarning o'tkazilish maqsadi, ahamiyati belgilanishi lozim.

Masalan, 3-sinf ona tili darsligida berilgan "Gapning maqsadiga ko'ra turlari" mavzusini o'tishda "Sergul daraxt metodi"dan foydalanish maqsadga muvofiq bo'ladi. Bunda mavzu tushuntiriladi, Gapning maqsadiga ko'ra turlari haqidagi ma'lumotlar aytiladi. Mavzuga doir mashq va topshiriqlar shartlari asosida bajariladi va ma'lumotlarni mustahkamlash maqsadida "Sergul daraxt metodi"dan foydalaniladi. Ya'ni mavzuga doir savollar beriladi. 3 ta qator uchun 3 ta daraxt sinf taxtasiga ilinadi, ma'lumotlar yozilgan stikerlar esa, (iloji bo'lsa, gul shaklidagi) daraxtga yopishtirib boriladi. Eng ko'p gul to'plagan guruh g'olib deb topiladi.

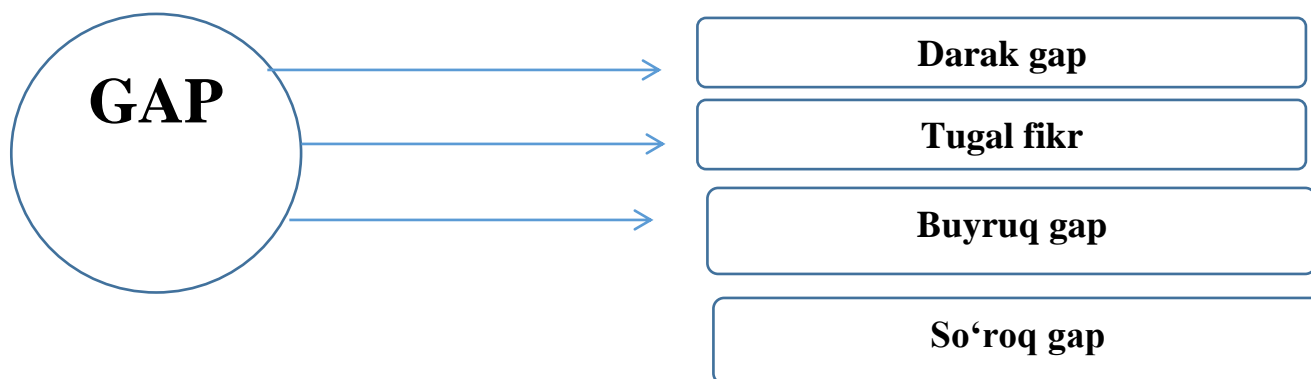
Xuddi shu mavzuga doir ma'lumotlarni yanada mustahkamlash maqsadida "Munosiblik testlari"dan ham foydalanish ham ahamiyatlidir:

Gaplarni to'ldiring!



Mevazordan bolalar	mazali emas edi
Sho'rva unchalik	olma terdik
Qiziq, onasi uni	baralla aytdilar
Odamlar bu so'zni	buncha maqtadi

Shuningdek, "Ma'lumotlar banki" yoki "Ma'lumotlar zahirasi" metodlari asosida ham grammatikaga oid bilimlar zahirasini byitish mumkin.



Bunday interfaol usullar til o'rganishda o'quvchilarning lug'at boyligini oshirishda yaxshi qo'l keladi. Til oilalari turlicha bo'lgan tillarni o'rganish o'quvchilarda biroz qiyinchilik tug'dirishi tabiiy ammo fan o'qituvchisining vazifasi ana shu murakkablikni osonlashtirib, o'quvchilarni o'z faniga qiziqtirishdan iborat ekanligini aslo unutmasligimiz lozim.

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THE ROLE OF INDEPENDENT WORK FOR STUDENTS IN EDUCATIONAL PROCESS

Sayfulin Ravshan
Tashkent State Pedagogical University

Resume: In this article is analyzed role of the independent work student in educational process. Since, independence form of necessity-motivation sphere, mental, physical and morally volitional efforts of students.

Key words: independent work, educational process, education, development, formation, pedagogy.

The problem of cognitive independence is rooted in antiquity. Czech educator, author of class-lesson learning system Jan Amos Comenius noted, "Natural principle in man has an independent and self-propelling force". However, in the regular school until the mid XX century dominated explanatory and illustrative training. Starting from the 50s, again increasing interest in the development of independence of students. At the turn of the XXI century interest in the subject has increased again since changed significantly the living conditions, the information revolution has occurred, and the world is the transition to lifelong learning. The direction of "learning for life" changed to "learning throughout life", the closure of educational architecture gradually giving way to open, which is impossible without developing skills of independent work of students at a high level. Information technology provides an opportunity to give greater autonomy, as in the successful development of the curriculum and in-depth study of particular subjects, implementing internal creative needs of students.

Philosophy of Education once again raises the issue of the value to society of formation of self-identity. Conception individually oriented educational activities because of studying the underlying processes that underlie self-development and self-determination of people. [1]

According to V. Andreev, the priority of modern education is oriented training on self-development of personality. [2] This new educational paradigm based on the following basic principles:

- ✚ awareness of self-worth of every person, its uniqueness;
- ✚ inexhaustible possibilities of development of each individual, including its creative self-development;
- ✚ priority of inner freedom - freedom for creative self-development as opposed to external freedom;

✚ understanding the nature of creative self-development as an integral characteristic of "self", the backbone components of which are self-knowledge, creative self-determination, self-management, creative self-realization and self-improvement.

He also notes, "The only kind of education can be considered a form of guaranteed quality that goes into self-education. In this training goes into self-study, education - in self-education and personality development of the state - a state of creative self-development". [2]

In foreign studies is not accepted interpretation of independence, if the learner is given the opportunity to learn from the self-access mode prepared by a teacher or expert information, as the learner in this case supposedly plays the role of "passive observer", he gives the impression that the self-study is only possible if the presence of the material prepared by the expert. The student should be able to choose their own teaching materials, relying not only on those who advised the teacher. This approach implies freedom of choice and the use of authentic materials. [3]

Outward signs of independence of students are planning their activities, perform tasks without the direct involvement of the teacher, systematic monitoring of the progress and results of the work, its subsequent correction and improvement, that is, self-exercise activity.

The inside of the requirement of independence form the motivational sphere, mental, physical, moral and volitional efforts of students to achieve goals without assistance. [4]

The basic principle of the theory of stepwise formation of mental actions is that receive significant new elements of mental practice immediately in the form of internal, mental man cannot. N. Talyzina concludes: knowledge accumulated by humankind, represented by a system of scientific concepts, laws; you cannot learn only through its own activities, the transmission efficiency of the experience depends on the nature of the actions of students and the quality of management on the part of the learner. [5]

The main objective of higher education is the formation of a creative personality specialist able to self-development, self-education and innovation. The solution to this problem is hardly possible only through knowledge transfer in finished form from teacher to student. Need to transfer a student from a passive consumer of knowledge in their active creator who knows how to formulate the problem, analyze the ways to solve it, to find the optimal result and prove its correctness. The ongoing reform of higher education is associated with the transition from learning paradigm to the paradigm of education. In this regard, it should be recognized that the independent work of students is not just an important form of educational process must be its foundation.

This implies focus on active methods of acquiring knowledge, developing creative abilities of students, the transition from in-line to the individual learning tailored to the needs and abilities of the individual. It is not just about increasing the number of hours for independent work. Strengthening the role of independent work of students is a fundamental revision of the organization of educational process in high school, which should be designed to develop the ability to learn, to form the students' ability to self-development and creative application of knowledge, methods of adapting to the professional activity in the modern world [6].

The purpose of students' independent work is to organize a systematic study courses during the semester, strengthening and deepening the knowledge and skills, preparing for the upcoming classes, as well as creating a culture of intellectual work and self-reliance in the search and acquisition of new knowledge.

Objectives of independent work can be defined as follows:

- ✚ quality of learning;
- ✚ development and skills training activities;
- ✚ formation of cognitive abilities of students and of interest to the studied material;
- ✚ formation of readiness for self-education;
- ✚ formation of independence as personality traits.

The first step is to define the independent work of students. In general, any activity that related to the education of future professional thinking. Any kind of employment, creating conditions for the emergence of independent thought, cognitive activity related to the student's independent work. Thus, under the independent work should be understood set of all independent activity of students in the classroom and outside it, in contact with the teacher and in his absence.

Learning outcomes are directly dependent on the level of students' independent work, which determined by personal preparedness to this work, the desire to engage in their own capabilities and the realization of this desire.

Belyaeva offers an original formula of independent work of students: information - knowledge - information, the essence of which is to create new information from existing, that forms the students' willingness and need to manage their cognitive activity.

Higher form of manifestation of independence should be considered self or self-education activity, which refers to the purpose and results of operations, and under the independent work - a means to achieve this result. Self-education student - is a voluntary activity, aimed at the acquisition of knowledge in the process of independent work without the help of a teacher, which is not possible if the students are not formed initial experience cognitive activity, the need for it, and emotional and volitional qualities. Thus, the self-study is a necessary step in forming the skills of self-education and, as a consequence, the development of self-reliance. Because a student's independent work contributes to a better learning of theoretical material obtained by them in practical classes, and consequently increases the level of training of students in various disciplines.

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**TALABALARNI KASBIY – PEDAGOGIK TA'LIM JARAYONIDA MA'NAVIY-
MA'RIFIY ISHLARNI TASHKIL ETISHGA TAYYORLASHNING ILMIY-
NAZARIY ASOSLARI**

**Shanasirova Zahro Yuldashovna
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrasini o'qituvchisi klaster bo'yicha**

Rezyume: *Maqolada bugungi kunda dolzarb mavzu bo'lgan talabalarni kasbiy – pedagogik ta'lim jarayonida ma'naviy-ma'rifiy ishlarni tashkil etishga tayyorlashning ilmiy-nazariy asoslari tahlil qilingan.*

Tayanch so'zlar: *ta'lim jarayoni, ma'naviy-ma'rifiy ishlarni tashkil etish, malakali pedagogik kadrlar, uzluksiz ta'lim tizimini.*

Insoniyat tarixida u yoki bu jamiyatning har tomonlama taraqqiy etishida inson kamoloti muhim o'rin egallagan. Inson kamolotida esa ta'lim-tarbiya muassasalari va undagi yetakchi shaxs – o'qituvchi-ustozning o'rni doimo muhim bo'lgan.

Mustaqillikka erishilgach, mamlakatimizda barcha sohalar kabi ta'lim-tarbiya borasida ham katta islohotlar amalga oshirilmoqda. Respublikamizda ta'lim tizimining barcha bo'g'inlarida ham moddiy texnika ta'minoti ham ilmiy-ma'rifiy jihatdan jiddiy o'zgarishlarga erishildi. Umumta'lim, kasb-hunar va oliy ta'lim muassasalari uchun yangi dasturlar, darsliklar, o'quv qo'llanmalari yaratildi, axborot-texnika vositalari bilan ta'minlandiki, bular ta'lim sohasini yangi bosqichga ko'tarishda muhim ahamiyat kasb etmoqda.

Ma'lumki, yuqori malakali pedagogik kadrlarni tayyorlash va yoshlarni pedagogik faoliyatga jalb etish uchun uning maqomini oshirish lozim.

Shuningdek, dasturda ilmiy va pedagogik kadrlar tayyorlash tizimini rivojlantirishning asosiy vazifalari va yo‘nalishlari ham belgilab qo‘yilgan bo‘lib, ular quyidagilardan iborat:

- uzluksiz ta‘lim tizimini pedagogik kadrlar bilan to‘liq ta‘minlash. Bunday tayyorlov nafaqat davlat grantlari bo‘yicha, balki mintaqaviy, hududiy va tarmoq boshqaruv organlari grantlari asosida olib borilishi lozim...

- pedagog kadrlarni tayyorlashni ijtimoiy, umummilliy, psixologik-pedagogik va mazmunini takomillashtirish;

- muhandis-pedagog kadrlarni yangi texnologiyalar bo‘yicha tayyorlashga alohida e‘tibor qaratish;

- pedagog kadrlar tayyorlash tizimida axborot madaniyati darajasi ko‘tarilishini ta‘minlovchi moddiy-texnik baza va ilmiy-uslubiy nazoratni rivojlantirish;

- pedagog kadrlarni tayyorlash jarayoniga yangi axborot texnologiyalarini joriy etishni yo‘lga qo‘yish, ularni tezkor tayyorlov va qayta tayyorlov shakllarini kengaytishi (jumladan, ta‘limning masofaviy shakli va ochiq ta‘limni har tomonlama rivojlantirish);

- o‘quv jarayonida zamonaviy pedagogik texnologiyalardan foydalanish, interaktiv ta‘lim metodlari va usullari, tanqidiy fikrlash asoslarining pedagoglar tomonidan o‘zlashtirilishi va o‘quv jarayoniga joriy etilishini yo‘lga qo‘yish;

- ustuvor yo‘nalishlar bo‘yicha pedagog kadrlarga bo‘lgan talabni aniqlash.

Uzluksiz ta‘limga oid qonunlar va qonun osti me‘yoriy hujjatlarda ta‘lim mazmunini modernizatsiyalashda rivojlangan mamlakatlar tajribasini o‘rganish, tahlil qilish va undan o‘rinli hamda unumli foydalanish muhimligi ta‘kidlanadi.

Respublikamiz ta‘lim-tarbiya, ma‘naviy rivojlanish, ilmiy salohiyat sohasida juda ko‘p asrlar davomida to‘plangan boy va tarixiy, milliy-ma‘naviy, ilmiy-etnik tajribaga ega.

Sharq xalqlari, jumladan, turkiy xalqlar ham o‘n asrdan ortiq vaqt davomida o‘zining ilmiy, madaniy, ma‘naviy salohiyati bilan o‘zga xalqlar madaniyatiga samarali ta‘sir ko‘rsatib kelgan. O‘zbekiston mustaqillik yillarida Rossiya, Germaniya, Yaponiya, AQSh, Janubiy Koreya kabi rivojlangan mamlakatlarning ta‘lim sohasida erishgan tajribalarini ijobiy tarzda o‘rganib, mamlakatimiz ta‘lim tizimiga joriy etib kelmoqda.

Yaratilgan tadqiqotlarni o‘rganish shuni ko‘rsatdiki, ularning deyarli barchasida asosan o‘qituvchining odobi, axloq, uning ta‘lim-tarbiyadagi o‘rni haqida fikr yuritiladi, ammo pedagogni ma‘naviy-ma‘rifiy ishlarni tashkil etishga tayyorlash masalasi chetlab o‘tiladi, ma‘naviy-ma‘rifiy tarbiyaga qo‘yiladigan talablar va ularning muhimligi, talabalarni ma‘naviy tarbiyada pedagogik-psixologik tayyorlash yo‘l yo‘lakay qayd etiladi. Vaholangki, bugungi kunda oliy o‘quv yurtlarida «Ma‘naviyat asoslari» kursi o‘rganiladi. Lekin, bu kurs mazmunida ham bo‘lajak pedagoglarni ma‘naviy-ma‘rifiy ishlarni tashkil etishga tayyorlash yaxlit tizim tarzida o‘rin olmagan.

Talabalarni kasbiy-pedagogik ta‘lim jarayonida ma‘naviy ma‘rifiy ishlarni tashkil etishga tayyorlashda avvalo ular «ma‘naviyat», «ma‘rifat», «ma‘naviy tarbiya» tushunchalarining mazmun-mohiyatidan boxabar bo‘lishlari zarur. Shundagina ular ta‘lim muassasalariga ishga borib mustaqil pedagogik faoliyat boshlaganlarida ulardan ta‘lim-tarbiya olayotgan yosh avlodni yuksak ma‘naviyatli inson bo‘lib kamol topishida o‘zlarining pedagoglik burchlarini samarali bajargan bo‘ladilar. Umumta‘lim maktablari o‘qituvchilari bilan ma‘naviy-ma‘rifiy tadbirlarni o‘tkazishda yosh pedagoglar albatta, tajribali o‘qituvchilar bilan yaqindan aloqada bo‘lishlari, ulardagi ilg‘or tajribalarni sidqidildan o‘rganishlari lozim. Ta‘kidlash joizki, «Ma‘naviyat» so‘zining negizida arabcha «ma‘ni» so‘zi yotadi.

«Ma'naviy» so'zi ma'noga aloqadorlikni bildirsa, «ma'naviyat» «ma'naviy» so'zining ko'pligidir.

«Ma'naviyat» atamasining negizida «ma'no» so'zi yotar ekan, uning mazmuni, ko'lami va tarkibini aniqlab olish «ma'naviyat» atamasini to'laroq anglab olishga yordam beradi. «Ma'no» mohiyatning ifodalanish shaklidir. Ayni paytda, ma'no, bir tomondan mohiyatning shakli bo'lsa, ikkinchi tomondan, uning o'zi so'z va jumla uchun mazmundir.

«Ma'rifat» - (arabcha - bilmoq) ta'lim-tarbiya, iqtisodiy, siyosiy, falsafiy, diniy g'oyalar majmui asosida kishilarning ong bilimini, madaniyatini o'stirishga qaratilgan faoliyatdir.¹

Shunday ekan, bo'lajak pedagogning o'zi oliy o'quv yurtida bilim olish jarayonida ma'naviy-ma'rifiy tushunchalar ma'no-mazmunini bilib olgan, yuksak ma'naviyatli shaxs bo'lsagina o'z faoliyatida ko'zlagan maqsadiga erishadi. Shundan kelib chiqqan holda aytish mumkinki, oliy o'quv yurtlari talabalarini ma'naviy-ma'rifiy ishlarni tashkil etishga tayyorlash masalasi ular oldiga qator talablarni qo'yadi. Bu talablar: pedagogning shaxsiy sifatlari, bilimli bo'lishi, ko'nikma va malakasi, tashkilotchiligi, muomala, san'atga munosabati, pedagogik mahorat, pedagogik-psixologik tayyorligi, pedagogning tarbiyaviy mashg'ulotga tayyorligi, ijodkorligi, o'z-o'zini kasbiy rivojlantirishga, malaka oshirishga tayyorgarligi va boshqalardan iborat.

O'qituvchi odobi milliy va umuminsoniy axloqning qonuniyatlari, maqsad va vazifalari, tamoyillari, talablari, tushunchalari hamda mezonlarini ta'lim-tarbiya jarayonida aniqlashtirib, o'qituvchining o'quvchilar, hamkasblar, maktab raxbarlari va ota-onalar, keng jamoatchilik bilan bo'ladigan munosabatlarda namoyon bo'ladigan axloqiy xususiyatlardir.

Bo'lajak o'qituvchida quyidagi kasbiy va shaxsiy sifatlarning tarkibi topganda, uning ta'lim-tarbiya jarayonidagi obro'-e'tibori ortib boradi.

Shaxsiy sifatlarga: bolajonlik, farosatlilik, talabchanlik, vijdoniylik, o'z kasbiga fidoyilik, tashabbuskorlik, mafkuraviy onglilik, qat'iyatlilik, adolatlilik, samimiylik, millatlararo bag'rikenglik, bag'arazlik, ertangi kunga ishonchlilik, vatanparvarlik, poklik, ozodalik, rahmdillik va boshqa fazilatlarni kiritish mumkin. Bu fazilatlarni o'zida shakllantirgan pedagog bolalar bilan ma'naviy-ma'rifiy ishlarni tashkil etishda qiyin vaziyatlarga tushib qolmaydi. O'z shaxsiyati bilan o'quvchilarga ibrat namunasi bo'ladi. Talabalarni kasbiy pedagogik ta'lim jarayonida ma'naviy-ma'rifiy ishlarni tashkil etishga tayyorlashda ularni quyidagi bilimlardan xabardor qilish zarur. Chunonchi:

- O'zbekistonning taraqqiyotini belgilovchi besh tamoyilning ma'no-mohiyatini anglab olishi;

- o'zi egallagan fanning tarbiyaviy imkoniyatlarini bilishi;

- ma'naviy-ma'rifiy tarbiya turlari va ularning inson shaxsini kamolga yetishidagi imkoniyatlarini bilishi;

- O'zbekiston hukumatining ichki va tashqi siyosatidan atroflicha xabardor bo'lishi;

- o'zbek xalqining ma'naviy qadriyatlaridan puxta bilimga ega bo'lishi;

- o'z xalqining tarixiy an'analaridan yaxshi xabardor bo'lishi;

- o'g'il va qiz bolalarni tarbiyalashda ularning o'ziga xos xususiyatlarini bilishi;

- milliy tarbiyamiz an'analarini zamon bilan hamohang tarzda yoshlar ongiga singdira olishi;

- qiyosiy pedagogik va etnopsixologik bilimlarni bilishi;

¹ Муस्ताқиллик: Изоҳли илмий-оммабоп уғат. (Муаллифлар: М.Абдуллаев ва бошқ. А.Жалолов ва Қ.Хонназаров умум.таҳр).- Т.: Шарқ, 2000. – 186-б.

- dunyoqarashini ijtimoiy-falsafiy, ruhshunoslik, siyosiy, iqtisodiy, tarixiy bilimlar bilan boyitishi;

- san'at, xuquq va texnikaga oid bilimlardan xabardor bo'lishi va h.k.

Talabalarni kasbiy-pedagogik ta'lim jarayonida ma'naviy-ma'rifiy ishlarni tashkil etishga tayyorlashda ularda quyidagi fazilatlarni shakllantirish ham zamon talabi sanaladi:

- milliy va umuminsoniy qadriyatlarga hurmat, mustaqillik tamoyillariga va ona-Vatanga sadoqat ruhida, aqliy, ma'naviy, axloqiy, vatanparvarlik, huquqiy, estetik, ekologik, gigienik tarbiyalashning mazmuni, metodlarini bilishi va amaliyotga tadbiq eta olishi;

- ma'naviy-ma'rifiy ishlarni talabalarning individual xususiyatlarini hisobga olgan holda tashkil eta olishi;

- pedagogik munosabatlar va ta'lim-tarbiya jarayonini insonparvarlashtirish va demokratlashtirish yo'llarini bilishi;

- ma'naviy-ma'rifiy ishlarni tashkil etish shakllarini bilishi;

- ma'naviy-ma'rifiy tadbirlarni, bayramlarni rejalashtirib, tashkil etish va yuqori saviyada o'tkaza olishi;

- pedagogning o'zi ham rasm solish, birorta cholg'u asbobini chalishni bilishi, raqsga tushish, qo'shiq kuylash kabi fazilatlarini ham egallagan bo'lishi zarur.

Talabalar oliy o'quv yurtini bitirib, ta'lim muassasalarida faoliyat olib borar ekan, pedagogik mahoratni egallashlari muhim ahamiyat kabs etadi. Pedagogik maxoratlari oshib borgani sari ular maktab va maktabdan tashqari ma'naviy-ma'rifiy ishlarni tashkil etishda ko'zlangan samaraga erishadi. O'tkazilgan ma'naviy-ma'rifiy tadbirlar asosida o'quvchilarda milliy istiqloq mafkurasini shakllantiradi. Ma'naviy-ma'rifiy ishlar tarbiyada tizimli bo'lishi kerak. Hozirgi jamiyat hayotida tobora muhim ahamiyat kasb etayotgan ommaviy axborot vositalari, ilmiy, badiiy adabiyotlar, ta'lim muassasalari va jamiyatchilik orasida o'tkaziladigan suhbatlar, uchrashuvlar, munozaralar ham ma'rifiy ishlar tizimiga kiradi. Jamiyat rivojlanib borgani sari ma'naviy-ma'rifiy tadbirlar miqyosi ham kengayib boradi. Bularning barchasi pedagogik mahoratni talab qiladi. Bunda o'qituvchi o'quvchilarni o'ziga jalb qila bilish, milliy va zamonaviy g'oyalar bilan qurollangan, yoshlarni milliy odatlarga ruhlantira olish, o'zida tom ma'nodagi ziyolilik fazilatlarini takomillashtirgan, ona tilida sof, go'zal va ifodali so'zlash, notiqlik va akterlik fazilatlari, yoqimli xatti-harakatlar, imo-ishoralar orqali nutqining ta'sirchanligini oshira olish, sabr-toqatli bo'lish, bolalar bilan turli psixologik vaziyatlarda yo'l topa olish kabi hislatlarga ega bo'lishi zarur.

Shunday qilib, jamiyatni modernizatsiyalash sharoitida talabalar – bo'lajak pedagoglarni ma'naviy-ma'rifiy ishlarni tashkil etishga tayyorlashda yuqorida ta'kidlangan pedagogning kasbiy va shaxsiy sifatlari, bilim va ko'nikmalar, malakalar tizimini shakllantirish muhim sanaladi. Bunda pedagogik ta'limning mavjud imkoniyatlaridan kelib chiqib:

- bo'lajak o'qituvchilar ma'naviy-ma'rifiy ishlarni tashkil etishda, avvalo ularning o'zlari ma'naviy-ma'rifiy tadbirlarni o'tkazish, milliy mafkurani shakllantirish, barkamol insonni tarbiyalashdagi o'rnini atroflicha anglab yetmog'i;

- talabalar – bo'lajak o'qituvchilar o'zlarida ma'naviy-ma'rifiy tarbiyaning tarkibiy qismlari: pedagog odobi, pedagogning ma'naviy-ma'rifiy fazilatlari, pedagogik mahorat, bilim, ko'nikma va malakalarini tarkib toptirmog'i;

- talabalar – bo'lajak o'qituvchilar oliy o'quv muassasasida kasbiy pedagogik ta'lim jarayonida ijtimoiy, siyosiy, pedagogik, tarixiy, falsafiy, ma'naviy-ma'rifiy bilimlar asoslarini puxta o'zlashtirgan bo'lishlari;

- talabalar – bo‘lajak o‘qituvchilar umumta’lim maktablarida faoliyat olib borish jarayonida o‘quvchilar bilangina emas, boshqa davlat, jamoat tashkilotlari, ota-onalar bilan ham ma’naviy-ma’rifiy ishlarni yo‘lga qo‘ymog‘i lozim.

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ОНА ТИЛИ ДАРSLARIDA FILOLOGIK MASHQLARNING TUTGAN O‘RNI

**Nursulton Shayxislamov,
Toshkent viloyati Chirchiq davlat pedagogika instituti**

Annotatsiya: Ona tili ta'limida lingvistik mashqlarning o'rni, lingvistik mashqlar o'quvchilarda irodani tarbiyalashning asosiy omillari haqida.

Kalit so'zlar: Lingvistik mashqlar, tarbiya, bilim, punktuatsion, fonetika, iroda, mustahkamlash.

Til ta'limini lingvistik mashqlarsiz tasavvur etib bo'lmaydi. Ulardan ona tili o'qitishning hamma bo'g'larida, o'quv-tarbiya jarayonining barcha bosqichlarida foydalaniladi. Garchand, lingvistik mashqlarning qo'llanish doirasi keng bo'lsada, haligacha ularning hamma e'tirof etgan ta'rifi, tarkibiy qismlari, tiplari va tizimi xususida aniq tasavvurlar mavjud emas. Lingvistik mashqlar o'quvchilarda irodani tarbiyalashning asosiy omillaridan biridir. Iroda, ruhshunoslarning ta'biri bilan aytganda, ko'zlangan maqsadga erishish uchun o'z faoliyatini ongli tashkil etish, faoliyat jarayonida uchragan qiyinchiliklarni bartaraf etish vositalarini, usullarini izlashni taqozo etadi. O'z mehnatining maqsadini tushunish, unga erishish uchun harakat qilish, intilish bola faoliyatining asosiy tarkibiy qismlari bo'lib, ular mashq qilish natijasida tarkib topadi. Bunga mashqlarni yetarli darajadagi qiyinchilik va murakkablikda o'tkazish yo'li bilan erishiladi. Ammo ona tili metodikasi fanida mashqlarning qiyinligi va murakkabligi masalasi haligacha o'rganilgan emas. Lingvistik mashqlardan til bilimlarini o'rganish, mustahkamlash, takrorlash, tekshirish, umumlashtirish maqsadlarida foydalaniladi. Shuningdek, ular bolalarda orfoepik, orfografik, uslubiy, punktuatsion va shu kabi malakalar hosil qilishning yetakchi omili sanaladi. Maktabda tilning fonetika, leksika hamda grammatikaga oid bilimlar va ular asosida turli-tuman nutq ko'nikmalari ustida ish qilinadiki, bularni grammatik mashqlar deyish an'anaviydir. Biroq ular tilning birgina grammatika sohasiga tegishli bo'lganligi bois cheklangandir. Binobarin, uning istilohi o'rnida «lingvistik mashq» istilohini ishlatish ma'quldir. Lingvistik mashq yoshlarni hayotga tayyorlash jarayonining tarkibiy qismi, til ta'limini amalga oshirishning yetakchi yo'li hisoblanadi. Mashq ma'lum makonda (sinfda o'qituvchi rahbarligida) va zamonda (darsda) o'tkaziladi. U ongli hayotning alohida soniyalari, hayotning o'zi demakdir. Lingvistik mashqlarning mohiyatini aniqlash maqsadida ularni yana bir tushuncha o'quv topshirig'i bilan muqoyasa qilamiz. Zero, narsa-hodisalar o'zaro solishtirilganda, ularning mohiyati aniqlanadi.

1-topshiriq. O'n ikkita so'z berilgan (in, oz, es, iz, ov, il, esh, og', ig', ek, et). Ularni qanday qilib uch guruhga ajratib yozish mumkin?

2-topshiriq. Sinonimlar qatoridagi so'zlarga zid ma'no anglatadigan antonimlarni topib yozing.

Katta —

Ulkan —

Buyuk —

Ulug' —

3-topshiriq. Matnni o'qib, sifatlarni ajratib yozing. (Katta konsert har bir yurakda sevinchli iz qoldirdi...) Yuqoridagi keltirilgan namunalarda o'quv topshirig'i nima? O'quv topshirig'i bo'yicha o'tkaziladigan mashqni qanday ajratmoq kerak? VO'quv topshirig'i mashqmi? Yoki mashq o'quv topshirig'imi? Shu xildagi savollarga javob qaytara olsak, lingvistik mashqlarning mohiyatini ham ocha bilamiz, ularga instrumental (ishchi) ta'rif ham bera olamiz. Lingvistik mashqlar boshqa tizimlarga o'xshab kompleks elementlardan iborat. Har qanday tizimning elementlari mohiyati jihatidan ikki turli bo'ladi: doimiy -asosiy, o'zgaruvchan-ikkinchi darajali. Tizimni, ayni holatda lingvistik mashqlarni barcha elementlariga ko'ra tahlil etish amrimaholdir. Shu sababli, lingvistik mashqlarning asosiy elementlarini uning tarkibiy qismlari sifatida tahlil qilamiz. Lingvistik mashqlar, awalo, ochiq tizimdir. Zero, hozir o'tkaziladigan mashq oldingi mashqlarning davomi, bundan keyin o'tkaziladigan mashqlar uchun tayyorgarlik bosqichi sanaladi. Mashq qilish jarayonida

bolalarning o'qish faoliyati o'tmishdan hozirga, undan kelajakka tomon harakat qiladi. O'rganilgan bilimlardan (o'tm ishdan) ularning amaliyotga tatbiq etilishiga (hozirga) qarab borish kelajakdagi istiqbolli faoliyat uchun zamin tayyorlaydi. Mashq qilish uchun zaruriy bilimlarni esga tushirishdan tanlash murakkab psixik hodisa bo'lib, u bolalarda xotira, tasavvur, fikrlashni tarbiyalaydi. Masalan:

1-topshiriq. Matnni o'qib (. . .) otlarni ajratib yozing.

2-topshiriq. Matnni o'qib (. . .) sifatلامي ajratib yozing.

3-topshiriq. Matnni o'qib (. . .) fe'llami ajratib yozing.

4-topshiriq. Matnni o'qib, otlarni birinchi, sifatلامي i ikkinchi, fe'llami uchinchi ustunga ajratib yozing.

Yuqoridagi o'quv topshiriqlari asosida mashq qilish jarayonida ishtirok etgan o'quvchi «Ot» istilohi va «Ot» to'g'risidagi o'z tasavvuri (1-topshiriq), «Sifat» istilohi va «Sifat» to'g'risidagi o'z tasavvuri (2-topshiriq), «Fe'l» istilohi va «Fe'l» haqidagi o'z tasavvurlari (3-topshiriq)ga rioya qilib mashq qiladi. O'quv topshiriqlari shartida berilgan istilohlar va ularga oid tasavvurlar (hosil qilingan bilimlar) mashq qilish jarayonida faoliyat ko'rsatkichlari vazifasini bajaradi. Agar o'quvchi lingvistik terminlar va ular ostida to'plangan o'z tasavvurlari-bilimlarni qancha aniq fahmlab, turli tushunchalarni farqlay olsa, shuncha samarali mashq qilinadi.

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TEACHER'S SKILLS IN DEVELOPING A CULTURE OF COMMUNICATION IN STUDENTS

Sayfulin Ravshan
Tashkent State Pedagogical University

Abstract: *This article is about the formation of a culture communication in the teaching profession. It analyzes the peculiarities and characteristics of communication during teaching process.*

Key words: *culture, communication, teaching, profession, human society, requirements, model communication.*

In the process of communication, the teacher briefly expresses his psychological to have a thorough knowledge of the mental characteristics of students based on their knowledge should move. Entering the inner world of students, their state of mind without going, he can be subjected to various disciplinary measures, reprimands not. This is an irreparable situation with students causing students to fall into a hidden state, into their own "shell" will be Features of the exchange of information between teachers, related to his ability to integrate into the class community. Take part in the classroom any incidents and incidents under the supervision of teachers, their consequences must be quickly and fairly analyzed and prevented by teachers. This is only possible as a result of sharing information with active students is increased. Only then will the teacher be involved in the educational process favorable conditions are created for and give positive results.

The teacher organizes educational activities with students reaches Interact with active students and informal leaders in the class Fair communication is important: educating students involving the various elements in a consciously independent performance, in doing so enabling students to perform organizational and executive roles should be given. Properly organized teacher communication is about understanding the student's identity improves function. The teacher's role is based on communication to teach students to understand their "I", to be bold in their thinking as individuals, and to teach to speak freely, to know one's place in the community, to evaluate oneself need.

The teacher's creativity is unique in the structure of pedagogical communication is an example. While pedagogical scholars describe many aspects of a teacher's interaction with students in their scientific work, communication is primarily about the teacher's communication with students. Manifests itself as a personal psychological trait. Scientists, on the other hand, communicate just give directions to the teacher.

In particular, according to the Russian pedagogue V.A. Kan-Kalik, the teacher The structure of pedagogical dialogue is carried out in the following areas:

1. Prognostic stage (modeling): Classroom team by the teacher modeling future communication with.

2. Communicative communication: In the process of initial acquaintance with the student to achieve the organization of direct communication.

3. Pedagogical process: Teacher's behavior, pedagogical skills should be aimed at managing direct communication.

4. Outcome Analysis: Analysis of the communication performed, achievements and objectively assessing shortcomings and modeling for future activities.

According to the scientist, these directions of communication are as follows can you describe. At the modeling stage, the audience meets all the standards, study of the psychological characteristics of each student, educational anticipate the dynamics of difficulties that may be encountered in the process acquisition and elimination, the construction of communication on the basis of interaction, ie that communication is appropriate not only for the teacher but also for the student must be provided.

Quickly engage the class team in the communicative phase a thorough knowledge of the conversational techniques they will be able to respond to all their interests to get, to allow free expression, and to be positive in the minds of students

learn to use different methods of exposure. At the stage of the pedagogical process, the teacher's activity is to direct the educational work in a certain direction, using the initiative of students. Support, fair communication with formal and informal leaders of the class community to be able to organize and adapt their ideas to the realities of the community activities such as building skills. In the analysis of the results, the teacher gives an objective assessment of their performance, achievements and critical of future educational activities, given the shortcomings must know how to apply, the unity of purpose, plan and results in this direction.

The teacher communicates with students in the educational process must be able to lead in the organization and management, to be proactive. Advice from a good teacher, teacher, educational and moral words, there is no one who does not remember the lessons that touched his heart. Remember what the teacher said! "A schoolteacher is a teacher to a group of children teaches. No matter what! But there is also the understanding among children there will be little perception. The teacher suffers hundreds of times in such cases. That's it In terms of children, his teacher has more rights than children: if a student grows up, he deserves to be a king, but he has to serve his teacher. "

Education and upbringing are carried out mainly through the culture of speech, speech and communication increases. Therefore, the teacher's speech is generally cultural, professional and pedagogical and many other requirements. Speech is mostly oral and differs in written speech types. Much of the teacher's speech is oral.

The function of speech:

1. carries out general communication between the teacher and the student;
2. With the help of speech, the teacher informs the minds, desires and motives of students, affecting their emotions and, if necessary, their shortcomings serves for correction;
3. To fully understand the knowledge acquired in the process of education, knowledge and helps the student to consciously reinforce the concepts;
4. Effective student learning and practice through speech helps to organize in a way.

The pedagogical communication of the teacher is a socio-psychological process. It is characterized by the following features:

- Perfect knowledge of the mental state of students;
- Facilitate the exchange of information;

- birgalikda Joint organization of educational activities;
- Teach students to think freely;
- Eliminate negative situations together with the class team;
- Teach them to care for and help their friends;
- Self-awareness, satisfaction with communication with students.

In the classroom, the teacher emphasizes the importance of a culture of communication. To understand, let's analyze the introductory part of 2 teacher lessons:

The first teacher said, "Today we have a wonderful work with you about the epic "Bird's tongue" by Alisher Navoi, the sultan of the kingdom we talk Farididdin Attor's beautiful work of the same name inspires young Alisher was overly interested in his youth and captivated his young heart was. The work influenced the poet so much that he devoted himself to this subject at the end of his life came back and created a unique masterpiece. The main idea of the play is the main task: The search for Allah describes the difficulty of seeking oneself. That is Once again, it is not in vain that it is said, "Only he who knows himself knows Allah."

The second teacher said, "Hello guys. The lesson has begun, textbook and unnecessary we close the books, the talk is over. Let everyone listen to me. Today you are with Alisher Navoi's epic "Bird's tongue". This is between you Did anyone read the book? If so, raise your hand. Three people, very few, are artistic you don't read much, it's a sign of laziness. " The first teacher, in the spirit of emotional upliftment to the students about the work, captures students 'attention with an introductory word. The teacher's speech, emotions, and facial expressions were so impressive that it was as if he were reciting the work for the first time. Students the lesson, which began with a rumble, gradually became the silence of the class. The second teacher has too many words to say to the students, formal, indifferent, focusing students 'attention on superfluous things. Thus, if the first teacher's speech is considered "productive", the second the teacher's speech is considered "unproductive."

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ТАРЖИМА ВА ТАРЖИМАДА МУКАММАЛЛИКНИНГ ДОЛЗАРБЛИГИ

Сойбназаров Навруз

ЖДПИ чет тиллар факултети

Инглиз тили амалий курси кафедраси стажёр-ўқитувчиси

Аннотация: *Таржима лингвистика, маданиятшунослик, қиёсий этимология, қиёсий социология ва бошқа шу каби турли хил фанлар билан узвий боғлиқ фандир. Айниқса, унинг тилишунослик билан алоқаси беқиёсдир. Ушбу мақолада таржима ва унинг асл мақсади ва вазифалари очиқ бериши билан биргаликда таржималарнинг турлари ва мукамал таржимага еришишида етибор бериладиган жиҳатлар ёритилган.*

Калит сўзлар: *Таржима, аслият, бадий-эстетик воқелик, прагматик аҳамият, аслият ва таржима.*

Таржима сўзининг луғавий маъносини кўриб чиқадиган бўлсак, таржима - форсча «тарзобон» сўздан арабийлашиб ўзгарган. «Тарзобон» - *чиройли сўзловчи, нотик, тили бурро киши* деган маъноларни билдиради. Араб тилига «таржумон» шаклида қабул қилинган бу сўздан «таржима» ёки «таржума» сўзи ҳосил бўлган. Ўзбек адиблари бундай тушунчани «ўтказиш», «қайтариш», «ўгириш», «ағдариш» сингари атамалар билан ифода этганлар. Кўп йиллар давомида «таржима» шарҳ, баён қилиш, тушунтириш маъноларида ҳам қўлланиб келинган. Кейинчалик эса, бу сўз бадий ижоднинг бир турини ифодалаш маъносини касб этди ва илмий-филологик терминга айланди. Умуман, таржима деганда бир тилда ёзилган матн ёки айтилган нутқнинг бошқа тилда қайта яратилиши тушунилади.

Таржима тушунчасининг маъноси жуда кенг, чунки «Таржима нима?» деган саволга турли соҳа вакиллари турлича жавоб беришади. Бир киши таржимани бир тилда ёзилган китобни иккинчи тилга ўгириш деса, бошқа бир киши уни бир тилда баён қилинган фикрни ўзга тилда сўзловчи кишиларга тушунтириб беришдан иборат деб билади. Учинчи бир киши фикрича эса, кинофилмлар ҳам таржима қилинади, демак таржима бу бир тилда рол ижро этаётган актёрнинг нутқини иккинчи учинчи ва ҳоказо тилларга ўгириш демакдир.

Таржиманинг бош хоссаси унинг сўз санъати эканлигидадир. Сўзнинг фикрни ифодалаш хусусияти, таъсир қувватига эга эканлиги таржимани санъат даражасида тадбиқ этиш имконини беради. Таржимада икки халқ ва икки тил, икки маънавий ҳаёт, икки миллий маданият, икки давр ва икки адиб ўртасидаги бир-бирига чамбарчас бўғлиқ муносабатларнинг ҳам ўзига хос кўринишини эътиборга олиш зарур.

Таржима қилинаётган текст ёки нутқнинг қандайлигидан қатий назар, бир тилдан бошқасига ўгирилаётган ҳар қандай иш яъни, ҳар қандай таржима учун умумий бўлган икки ҳолат бор:

1. Таржимонинг мақсади – асл нусха тилини билмаган китобхон ёки тингловчини ўша асар тексти ёки нутқ мазмуни билан иложи борича аниқ, тўла-тўқис таништириш;
2. Таржима қилиш – муайян тил воситалари ёрдамида ифода этилган нарсани бошқа тил воситалари орқали асли билан тўла мос ифодалаш демакдир.

Таржима амалиёти пайдо бўлибдики, аслиятни она тилига қандай ўгириш лозим деган масала таржимонлар олдида кўндаланг турган муаммо саналади, таржима борасида сўз юритилганда, шубҳасиз, кўз ўнгимизда унинг бир неча хиллари намоён бўлади. Жумладан:

- а) бир тилдан иккинчисига – қардош ёки қардош бўлмаган тилга таржима қилиш;
- б) адабий тилдан - унинг бирор шеvasига ва бирор шевадан – адабий тилга ёки бир тилнинг шеvasидан бошқа адабий тилга таржима қилиш;
- с) қадимий давр тилидан ўша тилнинг ҳозирги замонавий ҳолатига таржима қилиш;

Ҳозирда таржиманинг юқоридаги турларига яна сўзма- сўз таржима, ижодий таржима, эркин таржима, муаллифлаштирилган таржима ва шу каби бир қатор таржималар ҳам қўшилган. Бунинг асосий сабаби таржима жараёнига турлича ёндашишдир. Аммо таржиманинг қайси тури бўлмасин, ҳар қандай таржиманинг мақсад ва вазифалари бўлади.

Таржиманинг мақсади - хорижий тил лисоний воситалари ёрдамида яратилган матнни она тили материаллари асосида қайта яратишдан иборатдир. Бунинг учун таржимон, биринчи навбатда, асл нусхани тўла-тўқис идрок этиши, сўнгра уни ўз тилида беками-кўст қайта фодалашни даркор. Муаллиф яратган бадий-эстетик воқеликни тўлалигича идрок этиш учун таржимон кенг мушоҳада қила олиш хусусиятига эга бўлиши ва бадий асар таркибидаги лисоний воситаларнинг мазмуний ва услубий-эстетик жиҳатларини тўғри англаши, шу билан бирга муаллиф назарда тутган бош ғояни, унинг ният ва мақсадларини, очиқ-ойдин тасаввур этиши зарур. Натижада таржимон томонидан қилинган таржима худди аслият ўз китобхонига қандай бадий-эстетик завқ бахш этса, унинг таржимаси ҳам асарни аслиятда мутолаа қила олмайдиган китобхонга худди шундай таассурот инъом этсин.

Таржиманинг вазифаси - аслият ва таржима тиллари лексик, грамматик ва стилистик ҳодисалари ўртасидаги уйғун ҳамда тафовутли жиҳатларни пухта ўзлаштириб олган ҳолда, аслиятнинг шакл ва мазмун бирлигини она тили воситалари ёрдамида қайта яратишдан иборатдир. Бу тамойилга риоя қилмаслик таржимада аниқликнинг, ифода меъёрининг бузилишига, олиб келади. Асл нусха муаллифидан воқеликни тўғри акс эттириш талаб этилса, таржимондан асл нусхани беками-кўст талқин этиш талаб қилинади.

Таржима қилиш жараёнида икки ҳолат рўй беради, яъни биринчидан, таржима қилиш учун ўгирилаётган нарсани тушуниш, англаш ва талқин қилиш керак. Бу ҳодиса она тилида рўй беради. Иккинчидан, асар ўгирилаётган тилда мувофиқ ифода воситалари, яъни сўз, сўз бирикмаси, грамматик формаларни топиш лозим. Таржимавий мувофиқлик яратиш учун турли жуфт тиллар воситаларини қиёсий ўрганиш, бадий матннинг эстетик ўзига хослигини, унинг моддий-мантқиқий, ҳиссий

таъсирчан ва образли тизимини ташкил этувчи унсурлари таркибидаги услубий ва прагматик хусусиятларни аниқлаш ҳамда стилистик асосга таянишни тақазо этади.

Тил бирликларининг услубий бўёқ касб этиш хусусияти турли жуфт тиллар бирликларининг мазмуний-услубий ва прагматик жиҳатлардан ўзаро мос келиш-келмасликлари тўғрисида қарор қабул қилиш имконини беради. Таржиманинг бундай таҳлили мазкур соҳадаги тасаввур ва қарашларни бойитади.

Улар нафақат лисоний, балки тил маълумотлари таркибидан ташқарида бўлган руҳшунослик, жамиятшунослик, этнографик, миллий-тарихий ва бошқа қатор жиҳатларни ўз ичига оладиган прагматик, ғайриисоний омилларни, шунингдек мулоқотчиларнинг юқори даражадаги билимларини назарда тутлади. Бундай тадқиқот усули асардаги тил бирликларининг вазилавий прагматик аҳамиятини ва уларнинг муайян матний ҳолатларда адекват ўгирилиш имкониятларини имкон қадар тадқиқ қилиш заруратини туғдиради. Тиллараро мулоқотнинг алоҳида тури бўлмиш таржима турли тиллар матнларининг мазмунан тенг қийматлилигини тақазо этади. Аслият ва таржима матнлари мазмунининг ўзаро мос келиши зарурлиги эквивалентликни таржиманинг асосий шarti эканлигини кўрсатади. Таржима амалиёти сирларини мукамал эгаллаган ва унинг назаряси билан пухта қуролланган таржимонгина аслиятга эквивалент таржималар ярата олади.

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INVERSION IS A BRIDGE TO THE WONDERS OF THE LANGUAGE WORLD

Tilavova Malika Mamaraimovna
Master Degree Student, Faculty Of Foreign Languages
Jizzakh State Pedagogical Institute

***Annotation:** The role of foreign languages in our country, reforms after independence, the work done in the development of the industry on the basis of the Decree of the First President of December 10, 2012, testing the knowledge of our youth in IELTS, CEFR and other programs, available effective English language methods, inversion literature device and its place in literary works, its role in translation is reflected in this article.*

***Keywords:** foreign languages, implemented reforms, multimedia textbooks, electronic resources, teacher, aspiring youth, IELTS, CEFR program, effective English language methods, inversion, literary device, translation studies.*

INTRODUCTION

The bright and great future of every state depends on its healthy and knowledgeable, intelligent young generation. Smart, enterprising young people are the builders of the future of their country. In vain our first President I .A. Karimov did not say: "The future will be bright and prosperous for a country where children are always healthy and smart."

Our motherland Uzbekistan is a sacred land inhabited by great ancestors. His future generations have both the right and the obligation to be worthy heirs to such great people. Every parent, neighborhood, community and country is responsible for educating such young people. Now we have all the conditions for our children to grow up healthy and well-rounded. They have every opportunity to know their own history, to appreciate their own language, to learn other countries' languages with respect.

Since independence, huge changes have taken place on every front, and this research is still ongoing. Especially the great reforms aimed at the teaching profession and language learning are commendable! During the years of independence, more than 51.7 thousand foreign language teachers were trained, multimedia textbooks in English, German and French for grades 5-9 of secondary schools, electronic resources for learning English in primary school, secondary schools, vocational colleges, academic lyceums and more than 6,000 language classrooms have been equipped in universities.

The Resolution of the First President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages" has made a significant contribution to the development of the industry. According to him, the organization of continuous learning of foreign languages in all regions of the country began in preschool education, in the form of game-based lessons and oral lessons from the first grades of secondary schools, and from the second grade on learning the alphabet, reading and grammar. As a result, there is no doubt that a child who learns a foreign language from primary school will become a fluent specialist in one of the foreign languages in the future. After all, every child learns any language by hearing and speaking it first. In later stages, it develops writing and reading, as well as other skills. Choosing the right teaching methods and being able to apply them widely in practice is the only factor that can lead to the desired goals.

Teaching the younger generation in foreign languages through the introduction of advanced teaching methods using modern pedagogical information and communication technologies is now well established in every educational institution. We know that now is the age of information and communication technologies. Effective use of them in their place allows not only the quality of the lesson, but also its fun, memorable. The ability to apply interesting techniques or create advanced methods in a lesson depends on the skill of the educator and the ability to apply them in practice is a key bridge to achieving the intended goal. A teacher who does not stop working on himself, who conducts research using the latest information technology innovations, who uses existing effective methods, but who can create new teaching methods, is the only person who deserves the title of the eighth wonder of the world. After all, from the ordinary person to the creator of the prodigious person, all the great discoveries in the world, the cause of miracles and wonders, the ones who help to understand the world - teachers and mentors.

Today, it is especially gratifying that our young people are testing their knowledge of English in the International English Language Testing System - IELTS, and are trying to improve their skills. This test system tests a student's listening [listening], writing [writing], reading [reading] and speaking [speaking] skills. To master these, there are now enough different publications available that only research and study are required.

According to the requirements of the international CEFR program, English language professionals and non-specialists should have A1, A2, B1, B2, C1, C2 levels in their education. This, in turn, increases the interest in learning foreign languages, as well as

stimulates the growth of intellectual knowledge potential. According to the latest education reforms in the country, even applicants who want to enter higher education institutions are provided with benefits such as B1, B2 degrees and IELTS certificates, as well as exemption from entrance exams in foreign languages.

MATERIALS AND METHODS

It is no secret that a person who knows the language can conquer any peak. In today's world of international relations, knowledge of languages, multilingualism [polyglossia] is of great importance.

Pupils and students studying in the territory of the Republic of Uzbekistan usually learn three languages. "Most of our intelligent young people speak three languages." These languages are referred to by special names in the theory of education: mother tongue, second language and foreign language.

Mother tongue is the first language that plays a special role in the formation of thinking. The concept of a second language in schools and universities means Russian for Uzbek students and Uzbek for Russian students. Foreign language - a foreign language. Currently, Western European [English, Spanish, German, French] languages and Eastern [Arabic, Turkish, Persian, Chinese, Indian] languages are taught in our country. Of these, communication in a foreign language takes place mainly in the classroom under the guidance of a teacher.

By mastering the achievements of the methodical science, the English teacher achieves a clear understanding and further refinement of the norms of the language experience accumulated by the student. There are several methods in the history of language teaching that play a key role in delivering science to students and learners. The grammar-translation method [THE GRAMMAR TRANSLATION METHOD] currently used by English teachers, the direct method [THE DIRECT METHOD], the audio method [THE AUDIOLINGUAL METHOD], the sajestopedia method [SUGGESTOPEDIA], and others [comparison] how many effective methods make the lesson quality and give students a great opportunity to master the science easily.

The role of literary devices in learning English as a native English people is invaluable. In particular, the inversion literary device serves as the main bridge. Let's learn about it.

Inversion, also known as "anastrophe," is a literary technique in which the normal order of words is reversed, in order to achieve a particular effect of emphasis or **meter**.

Inversion is achieved by doing the following:

1. Placing an adjective after the noun it qualifies, g. the soldier strong
2. Placing a verb before its subject g. shouts the policeman
3. Placing a noun before its preposition g. worlds between

In the English language, there are inversions that are part of its grammar structure, and are quite common in their use. For instance, inversion always occurs in interrogative statements where verbs, or auxiliaries, or helping verbs are placed before their subjects. Similarly, inversion happens in typical exclamatory sentences where objects are placed before their verbs and subjects, and preceded by a wh- word, such as the following examples of inversion:

1. What a beautiful picture it is!
2. Where in the world were you!
3. How wonderful the weather is today!

RESULT AND DISCUSSION

Here we can see some examples of Inversion in Literature

Apart from the above-mentioned common inversions, some unusual inversions are employed in literature by writers, in order to achieve some special artistic effects.

As in : Macbeth (By William Shakespeare)

Here is another example of inversion from Shakespeare's Play *Macbeth*:

Macbeth: "If't be so, For Banquo's issue have I fil'd my mind, For them the gracious Duncan have I murder'd, Put rancors in the vessel of my peace Only for them, and mine eternal jewel Given to the common enemy of man, To make them kings -the seed of Banquo kings! Rather than so, come, Fate, into the list, And champion me to the utterance!"

The inversions in the above lines serve to highlight the conflict in Macbeth's mind after he had killed Duncan. The conflict was leading him to insanity gradually.

Next is : Kubla Khan (By Samuel Taylor Coleridge)

Inversion examples are more common in poetry than in prose. Inversion creates meter and rhyme in the lines. Coleridge uses inversion artistically in his renowned poem *Kubla Khan*:

"In Xanadu did Kubla Khan A stately pleasure-dome decree: Where Alph, the sacred river, ran Through caverns measureless to man Down to a sunless sea. So twice five miles of fertile ground With walls and towers were girdled round; And there were gardens bright with sinuous rills, Where blossomed many an incense-bearing tree; And here were forests ancient as the hills, Enfolding sunny spots of greenery."

The inversions enhance the artistic effect of the poem.

As in: Adonais (By Percy Bysshe Shelley)

Shelley describes his favorite literary and political personality, Milton, in the following lines:

"Blind, old, and lonely, when his country's pride, The priest, the slave, and the liberticide, Trampled and mocked with many a loathed rite..."

The inverted syntax in the above lines aids the poet to lay an emphasis, and highlight the distinctive qualities of John Milton even more.

Here, the poet attempts to produce an ancient effect, as he is describing an old statue in the poem.

Here example of negative inversion:

There was nothing so VERY remarkable in that; *nor did Alice think* it so VERY much out of the way to hear the Rabbit say to itself, «Oh dear! Oh dear! I shall be late!» (Lewis Carroll. «Alice in Wonderland», chapter I).

It is example of Hard inversion

Anyhow just when I was more than fed up with that other girl, when was twenty-one, *back comes Bertha*, with airs and graces and smart clothes and a sort of bloom on her: a sort of sensual bloom that you'd see sometimes on a woman, or on a trolley. (D.H.Lawrence. «Lady Chatterley's Lover», chapter XIV).

Inversion with *there*

Alice looked up, and *there stood the Queen* in front of them, with her arms folded, frowning like a thunderstorm (Lewis Carroll. «Alice in Wonderland», chapter IX).

Only after he'd walked away *did Bertha remember* the man's name. (D.H.Lawrence. «Lady Chatterley's Lover», chapter XIV).

All of the above examples help the reader who is reading the book to fall into that environment, to feel like a participant in the same situation by emphasizing the words.

As you see, like all literary devices, the main function of inversion in prose or poetry is to help writers achieve stylistic effect, like laying an emphasis on a particular point, or changing the focus of the readers from a particular point. In poetry, inversions are regularly used to create rhythm, meter, or rhyming scheme in the lines.

CONCLUSION

So, in conclusion, the correct use of the inversion literary device in its place is an important factor and clearly and accurately conveying your goal. Inversion happens in English for emphasis, dramatic purpose or formality. After learning inversion, we will have the following options:

1. Understanding the language in the original. As you can see, many of the use cases are both literary, formal and spoken English, so you need to have knowledge of inversion to understand what the author specifically means.

2. Vivid and rich natural speech. If you want to overcome the plateau effect and mid-level crisis and reach a new level, clearly convey your thoughts and emotions, then enrich your speech with sentences with inversion.

3. International exams. Inversion is the golden key that will open up extra points for you on exams. All, without exception, aids for preparing for CAE, CPE, IELTS consider this topic and take it to a separate place.

In the age of modern technology, a wide range of opportunities has opened for our youth. Now, depending on their capabilities, they are studying at prestigious universities abroad. In addition, the availability of distance learning, online courses, debate clubs and modern training centers also make a significant contribution to the learning of English and a number of other foreign languages by our youth. This is a testament to the fact that in our country, the way is open for a bright future for young people. Learning English with literary devices will give us huge opportunities knowing and getting acquainted all secrets of English language world.

This means that inversion acts as a bridge of cooperation between countries. Inversion is again the key to understanding identity, to knowing the secrets of the world. With this key we can unlock any lock and have the happiness to feel the feeling of enjoying the miracles in it!

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ICT AND THE NEW TEACHING AND LEARNING SPACES: FROM NEW PEDAGOGICAL MODELS TO VIRTUAL TEACHING AND LEARNING ENVIRONMENTS

**Urakova Shoira
Temez State University**

***Abstract:** The XXI st century confronts its citizenship with new choices, opportunities and challenges due to the ubiquitous presence of technology into all spheres of life: business and administration, government, education... The profound shifts undergone in the academic field must be viewed by thoughts on the new possibilities that new technologies involve.*

***Key words:** ICT, virtual teaching and learning, IT, technologies.*

INTRODUCTION.

Traditional teaching and learning paradigms have been shaken by the impact of the integration of Information and Communication Technologies (ICT from now on) into educational practices at the time that teachers and trainers are confronted by challenges which range from the acquisition of skill and literacy in the usage of IT to the delivery of the necessary tools which will lead students to become knowledge creators and users.

The telematic networks and the Internet – now central to new teaching and learning processes- open up to communication ways which allow unlimited access to information and knowledge, account for a flexibilization of time and space barriers and increase interaction. The Net constitutes an excellent environment which has definitely transformed the different relationships within the educational field and has made possible the emergence of new teaching and learning modalities, which, in turn, require radical pedagogical changes and a redefinition of traditional teaching and learning pedagogical models. According to Cabero (2001), "the flexibilization time-space accounted for by the integration of IT into teaching and learning processes contributes to increase the interaction and reception of information. Such possibilities suggest changes in the communication models and the teaching and learning

methods used by teachers, giving way to new scenarios which favor both individual and collaborative learning”.

MAIN PART

The new teaching and learning systems orchestrated around telematic networks offer new perspectives to the traditional concepts of time and space and demand a redefinition of traditional pedagogical models, being the roles of teachers and learners – on the one side, and the re-configuration of educational organization and management the most outstanding shifts to be overcome in the XXIst century educational field. Many authors and institutions such as the European Language Network, ICC (2002:8) coincide in emphasizing the enormous communicative and training possibilities that ICT contain. According to them, new organizational and pedagogical models need to be exploited by teachers so that they can offer a cooperative, collaborative and life-long type of learning to the citizenship of the future. The utilization of ICT learning settings and tools in educational processes, evidently leads to radical changes both in the role of teachers and learners and to the emergence of new teaching and learning environments and methodologies (eLearning, Web-based Learning, Open and Distance Learning) as well as new training modalities (on-line training, on-site training, Blended-Learning, Instructorled Learning/Training, Classroom Training -C-training-...) Finally new virtual training settings aimed at facilitating tools and resources to favor communication and interaction and distributing teaching materials through the web will emerge in order to encourage and promote collaboration and co-operation among the participants in teaching and learning processes.

The impact of the Internet in education in the recent years fosters the vision of a open, global and flexible learning, as authors such as Colás state (2003:33) leading to radical shifts in the teacher’s role and competencies. In the framework of this educational landscape the role of the teacher is that of acting as guide and instrument to assure a comprehensive learning process via the Internet, managing the student’s learning process by creating - at the same time- new instructional models set in newly-created virtual environments. Colás (2003:33) understands knowledge manager as the person who is able to manage the student’s skills, abilities and knowledge, motivating and taking benefit of the student’s both individual and collective learning possibilities. The teacher will have to develop skill related to the learning contexts that changes in teaching and learning paradigms require Thus, the teacher’s role is multiplied and shifts from being a single transmitter of knowledge to become facilitator and guide of the learning process, integrator of new ICT media, researcher and designer of suitable learning scenarios, collaborator (with other teachers and students), orchestrator, learner and evaluator. The ICC report (2002: 9-16) is especially devoted to the role of teachers of foreign languages determines the skills and competencies a teacher has to master in order to integrate ICT in a successful way. Thus, the report mentions the acquisition of technical, organisational, conceptual skills together with the new literacies: technical, scientific, digital, critical, linguistic, cultural and mediation literacies.

After the changes and roles in function by teachers, the technification of teaching and learning processes is a fact and the educational system of the XXIst century now defined as an information and communication technological model is confronted by an enormous challenge: the different educational institutions have to face the fact that teachers accept to radically change their traditional role in the teaching/learning processes and become instructed to be acquainted with the educational and pedagogical possibilities that ICT-rich learning

environments require. Nevertheless, the attitude of teachers towards technology constitutes an object of controversy and provides a variety of confronted opinions.

CONCLUSION

To conclude, the fact that innovative teachers are not always granted certain recognition towards their work and emphasizes at the same time the reluctance on the teacher's part to abandon the traditional role of main cultural transmitter.

Thus, there have been recent studies associated to the use of ICT in teaching practices which have been developed and can be classified into two major stages: individual (teacher-level barriers) to which we have previously referred and those factors which more straightforwardly have to do with institutions (school-level barriers). As far as teacher level barriers are concerned many authors have investigated in detail their connection with technology.

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DEVELOPMENT OF THE FUTURE TEACHER PRESCHOOL EDUCATION USING AN INTEGRATIVE APPROACH

Azimov Davron G'ayratovich
Teacher, Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** In this article discusses the development of the future teacher preschool education using an integrative approach. Since the training of younger school children's can have formed only on a broad theoretical basis in the process of problem presentation of theoretical material in active discussion of different points of view available to the scientific and methodical literature.*

***Key words:** integrative approach, pre-school education, methods, techniques, teaching, preparation, pedagogue, development, formation.*

Scientists interpret the integrative approach in pedagogy in different ways. I.A. Zimnyaya, E.V. Zemtsova define the integrative approach as "a holistic representation of a set of objects, phenomena, processes, united by the commonality of at least one of the characteristics, as a result of which its new quality is created"; a slightly different position of V.M. Lopatkin, he believes that the integrative approach is a means that provides "the integrity of the picture of the world; contributes to the development of a person's abilities for systems thinking in solving theoretical and practical problems".

O.B. Akimova, N.K. Chapaev rightly argue that the integrative approach is carried out at the technological and content level. The integrative approach contributes to the solution of the following tasks: reveals the intellectual potential of the student; personality of students; forms professional competencies; creates psychological and pedagogical conditions for self-education, self-education, self-development, socialization. Socialization is “a multifaceted process that encompasses all spheres of a person's life; a social category with a specifically set result”, and the given result is personal value orientations. The social educational environment has great opportunities for education and training.

The main principles of the integrative approach in the study of pedagogical disciplines are: the principle of subjectivity, cultural conformity, creativity, orientation to civil-patriotic values and value relationships, synergy, self-education, dialogue of cultures, variability in the choice of means of interaction between subjects of the educational process and feedback.

The components of the integrative approach can be: organizational-methodological, activity-practical and theoretical-content.

The organizational and methodological component involves the integration of teaching methods (debates, project method, moderation, deliberation, business games, discussions, round tables, festivals, competitions, conferences, case technologies, etc.).

The activity-practical component includes the integration of forms of education, which will facilitate the use of creative tasks that contribute to the development of critical thinking and creativity, the formation of personally significant and professional qualities of the individual.

The resource-content component integrates the resources necessary for educational and cognitive activities (classroom and extracurricular), determines the content of an integrative special course, which, thanks to its content, means, methods and techniques, will contribute to the formation of professional competence.

Among the main goals of the integrative approach in the study of academic disciplines, it seems important to us to highlight the following: the formation of civic consciousness, self-awareness of the personality of the teacher, socio-legal, civil-patriotic and moral norms, knowledge; development of research, design, communication, reflective and other skills; upbringing of personally significant and professional personality traits, etc.

The implementation of this approach presupposes the implementation of integrative processes at four main levels of integration: intersubjective, intrasubject, interpersonal, and intrapersonal.

In education, there are always processes of integration and differentiation, which constitute a dialectical unity and reflect the complexity and contradictory nature of the development of cognition. Let's turn to the most general definitions of integration. In the encyclopedic philosophical dictionary "integration" is "a side of the development process associated with the unification of previously heterogeneous parts and elements into a whole". Domestic teachers (V.S.Bezrukova, G.M.Dobrov, I.P. Yakovlev and others) and psychologists (V.Ya. Stoyunin, N.V. Bunakov, V.I. Vodovozov, B.G. Ananiev and others). They analyzed the problems of integration in the educational process; means and forms of implementation of integration; the effectiveness of the integrative pedagogical system.

For example, B.G. Ananyev defined the stages of development of scientific concepts for all training programs, which allowed teachers to use these ideas in the learning process, to ensure the integrity of the educational process, "the integrity of a person's sensory reflection

of objective reality, the unity of the material world" [12]. I.P. Yakovlev [6] noted that the integration process will be effective under certain conditions.

Integration is an expression of the unity of goals, principles and content of organizing the process of teaching and upbringing, the result is key competencies. In modern conditions, the integration of sciences and scientific knowledge turns from a trend into a pattern. We share the point of view of V.F. Tenishev that integration leads to an increase in the level of the educational process due to the movement of the pedagogical system towards its greater integrity. The result of the integration is the formed competencies of the students.

These tasks were identified by Yu.K. Babansky [1] in the study of methodological problems of pedagogical research.

The first group of tasks requires the solution of certain theoretical issues that are part of the general problem, which requires theoretical competence, representing the unity of knowledge, skills, the presence of certain experience in identifying the essence of the phenomenon under study, reflected in concepts, their features, levels of functioning, etc.

The study of the practical state of the problem under study is the second task and presupposes the possession of diagnostic competence.

The third task includes the justification of the necessary system of measures to solve the existing problem. This task requires the presence of projective and constructive competence.

This is followed by the implementation of the proposed system of measures from the point of view of its compliance with the criteria of optimality, and here a readiness to implement these measures should appear, that is, operational and procedural competence.

Finally, the fifth task is an analysis of the results achieved, the development of guidelines for those who will use the research results in practice (for example, the development of guidelines for parents, students or preschool teachers, aimed at consolidating a specific topic in mathematics), which involves interpretation the data obtained and the assessment of what has been done, reflection on their research activities. This is where interpretive-reflexive competence takes place.

The essence of an integrated approach to educational activities is the combination of knowledge from different fields on an equal basis, complementing each other. At the same time, when conducting educational activities, the teacher solves several problems from various areas of the program, and children master the content through the main types of children's activities: cognitive and research, labor, artistic and creative, communicative, motor. When planning and conducting educational activities with children, we use methods such as:

- surprising, playful moments;
 - consideration, observation, comparison, examination;
 - comparative analysis, comparison, heuristic activity (partial search);
 - problematic questions that stimulate the manifestation of a kind of joint "discoveries" with the teacher, helping the child find the answer;
 - a variety of speech didactic games to activate the vocabulary, expand the understanding of the variety of facets of the native language, foster a sense of self-confidence.
- The approximate structure of joint activities of a teacher with children based on integration.

A problematic situation is created that stimulates the activity of children to search for its solution (for example, the question is asked, "Guys, what will happen if there is no water on Earth?").

Children are given new knowledge necessary to solve a problematic issue (for example, the meaning of water in nature and human life, etc.) based on the content of different sections of the program, based on clarity, in parallel, work is underway to enrich and activate the dictionary, teach coherent speech.

Thus, competence acts as a willingness to solve certain problems of an integral research process based on existing knowledge, skills, value orientations, needs, experience of the subject (preschool teacher) of this process in a certain, previously unknown situation. The solution of these problems creates the preconditions for achieving the goal of scientific research, and therefore for solving the problem under study.

The integration of educational areas in educational activities allows the child to realize his creative potential: he composes, fantasizes, imagines, thinks, the child's vocabulary is enriched in an interesting, playful way, and communicative skills develop. Consequently, children learn to communicate freely and express their thoughts, which is an integral part of working with preschoolers. The technology of integration of organized educational activities can be different, but in any case, it is necessary to show the teacher's creative activity. This is one of the important conditions for the development of children's abilities.

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PROFESSIONAL TRAINING OF FUTURE PRESCHOOL TEACHERS IN THE FIELD OF CONTEXTUAL LEARNING TECHNOLOGIES

**Xalilova Mahfuza Muxammedjanovna
Teacher, Chirchik State Pedagogical Institute, Uzbekistan**

***Resume:** The article deals with the development peculiarities of the subject artistic competence of future preschool teachers in the field of artistic and aesthetic education of children by means of contextual educational technologies. The students in question were being observed during the classes of Fundamentals of the Fine Arts with Methodology, the lessons of Decorative Arts with Methodology, as well as the Artistic Production and Design Fundamentals sessions. The purpose of the article is to reveal the methodology of contextual learning technologies' implementation into the process of future preschool educators training and check their effectiveness in the realm of children's artistic and aesthetic education experimentally. In the course of the research, we used such methods as analysis and synthesis of psychological, pedagogical, and art sources, as well as studying and generalization of the current state of future preschool teachers professional training in the field of artistic and aesthetic education.*

***Key words:** principle, preschool education, teaching principles, professional training, future preschool teachers, contextual learning technologies.*

What are contextual learning technologies? Technologies of contextual learning comprise the system of didactic forms, methods, and tools that simulate the substantive and social content of the future professional activities of the specialist. At the same time, the acquisition of knowledge and the development of competences are at the core of these activities. The main task of contextual learning technologies is to ensure the proactive nature of the individual's activities, which contribute to the formation of the necessary subject-professional and social qualities of the specialist.

Contextual technologies of education make it possible to create the conditions for the interpenetration between academic and future professional activities as one of the ways to achieve professional competence. The objective of the said technologies is to implement the educational process into the context of future professional activities by means of introducing actual links and relations into various forms and methods of education, provided by higher educational establishments, as well as solving specific professional tasks requiring the formation of a number of special competences, as argued by Verbytskyi. According to such scholars as Clelland and Mansfield, Raven, Hoffman and Linard, Silver, and Slavin, competence education is at the heart of the process of a future teacher training.

By contextual learning we mean the development of such a model of the educational process, which forms the subject and social content of the professional activity, providing the conditions for the transformation of the student's educational activities into the professional activities of a specialist, as formulated by Bulanova-Toporkova. Contextual technologies in the professional training of a teacher are characterized by aspects such as transferring the emphasis from the teaching activity of the university professor to the student's cognitive performance, his work, and activity.

Another aspect is the bilateral interaction in the “teacher–student” system on the basis of mutual understanding, openness, trust, stimulation, and support of cognitive creativity, as well as the process of formation of the necessary professional traits and qualities. Other conditions that contribute to the success of this interaction are providing psychological and pedagogical conditions, forms and methods of educational activities that assist in the shaping of the professional competences, general and professional abilities, social qualities of the individual, and the process of gaining experience in creative activity.

Skvortsova suggests that context learning is a form of implementation of a dynamic model of student activities: from their own learning activities (for example in the form of lectures) through quasi-professional activities (game forms of studying, special courses) and vocational-professional activities (research work of students: term papers and thesis, pedagogical practice, etc.) to their own professional activities. The main parameter of the educational process of contextual type is the modeling of the subject and social content of future professional activity through the reproduction of real professional situations. The basic forms of contextual education are as follows: learning activities of academic type (lectures, seminars, practical sessions, laboratory classes, individual work); quasi-professional activities (business games, game forms of studying); and educational-professional activities (research work, industrial practice). Among the forms that are transitional from one basic type to another there are laboratory and practical classes; simulation modeling; analysis of situations of professional activity; role-plays; and special courses and seminars. Increased attention to the training of primary school teachers due to the introduction of a mass school practice technologies and methodologies of developmental education. The logic of scientific fields, their conceptual understanding and synthesis, naturally raises the problem of radical reconstruction of schools, a fundamental change of direction in education.

Personality, as is known, is formed in the work, especially in the leading activity. For the teacher is that of teaching activities, the development of which started during the training. Educationally purposeful activity "breeds" (Leontiev) the necessary professional and personal qualities, which then ensures the success of professional work.

Building a unified system of psycho-pedagogical support of primary school teachers in the process of training in high school would, in the opinion of Zapesotsky, enhance their personal and professional development.

A. Zapesotsky wrote that the directions of support can be: the actual teaching and pedagogical interaction; interaction on the basis of the research activities; interpersonal interaction of educational process; interaction on the basis of targeted counseling and educational support to students.

To regulate and measure their performance, enhance its effectiveness, the teacher uses a variety of methods of self-examination, self-control, self-esteem and self-correction, trying to achieve a high level of professionalism and to develop not just the individual, and the individual-best style of its activities.

Pedagogical orientation of the individual as an integral quality, including in its substructure interest and inclination to pedagogical work, love for children, and focus on the development of the individual student.

Educational qualification or professional the necessary knowledge, skills, teaching skills.

Teaching abilities, in particular, teaching, academic, perceptual, organizational, expressive voice, communication, reflective, management, strong-willed (authoritarian), actor (elements), suggestive, projective, constructive, creative, and some others.

Teacher identity of the teacher as a set of ideas about themselves and their profession, self-assessment, definition of their goals and perspectives.

Personality of the teacher is the pivotal factor in academic work, because self-realization of the individual teacher, psychic development aimed at the student is the main content of the teacher. However, in all labor there is a result, in the teacher's work is training and education students. Consequently, the formation of the ability to achieve the best results in their work and to objectively assess their well beyond the scope of training teachers.

The pedagogical conditions of the experimental methodology included a system of measures:

- Creation of an innovative environment for professional preparation of “Preschool education” students for artistic and aesthetic activity in the conditions close to the future professional-pedagogical activity;

- Introduction of organizational and methodological innovations for the development of isolated components of the subject artistic competence of a future preschool teacher. The said innovation encompassed various printed and video materials, along with some educational computer programs, namely electronic and multimedia manuals, reference and information systems, training programs for knowledge consolidation, and monitoring programs aimed at checking the completed work;

- Innovative and pedagogical orientation of the content of methodological disciplines and art disciplines in higher education institution with the inclusion of contextual pedagogical technologies in teaching the disciplines of Fine Arts with Methodology, Teaching Decorative Art with Methodology, and Artistic Production with Design Fundamentals.

Analyzing the experience of pedagogical institutes and universities around the training of primary school teachers, we can identify the following trends of improving student learning:

- ❖ psycho-pedagogical and sociological orientation content of teacher education;
- ❖ practical training of future teachers to communicate on the basis of training sessions;
- ❖ reform of teaching practice;
- ❖ use of practice-oriented forms of learning: mikrorepedavanie, simulation case studies, analysis Movies lessons, school and laboratory workshops;
- ❖ use of information technology;
- ❖ increase in the proportion of self-study students.

Since the implementation of this concept envisages the construction of expanded theoretical and methodological framework for modeling the processes of human development as integral individuality; development target, content and technology base, research projects and corrective developing practical developments. The main result, which are oriented professionals support students in pedagogical high school becomes - a return to the essence of the teaching profession, involving:

- ❖ support for achievements and success of the child;
- ❖ help and support the student in the optimistic perception of the world in all its complexity; and in accordance with the policies of modernization of education.

Vocational training forms the students goals and career prospects. It happens, depending on the level of self-esteem and aspirations of the person, taking into account the ideal master teacher, which are oriented students.

Types of contextual technologies that are most efficient in the professional training of future teachers are: laboratory and practical classes; simulation modeling; analysis of situations of professional activity; role-plays; special courses; and seminars. The basic forms of contextual education are as follows: learning activities of the academic type (lectures, seminars, practical sessions, laboratory classes, individual work); quasi-professional activities (business games, game forms of studying); and educational-professional activities (research work, industrial practice).

The implementation of context technologies in the process of professional training of “Preschool education” students lead to an increase in qualitative indicators of the subject competence of future preschool educators in the artistic and aesthetic education of children.

According to the results of the experimental activities that we have carried out on the formation stage, a considerable part of the future preschool educators from the experimental group demonstrated a constructive, productive, and creative level of the subject artistic competences, striving for the quality fulfillment of the professional tasks, orientation for pedagogical cooperation, and the ability to argue their own opinions with the aim of achieving the goals of the artistic and aesthetic activities. With such a level of diligence and motivation, a person who possesses already defined artistic interests is oriented on cultural values, and perseveres in achieving the goals of the pedagogical activities.

The outcomes of the experimental work suggest positive dynamics in the constructive, productive, and creative levels of students from the experimental group. At the productive, creative, and constructive level, the students have the skills of organizing activities connected to arts and education and the ability to use the basic forms and methods of these activities in the context of the preschool education; they also can integrate the knowledge on different artistic subjects in modeling of the artistic and educational activities and reach the goals, tasks, and functions of such a type of pedagogical work. Modernization of the professional preparation of the future educators by introducing the experiment on the basis of contextual educational technologies has become an essential condition in the formation of the thematic artistic competence of future preschool educators, their ability to be professionally creative, flexible, and ready to solve any pedagogical issues.

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GRAMMATIK ISTISNO HOLATLARNI O'RGANISHNING ILMIY AHAMIYATI

Hamrayeva Umida Farxodovna
Jizzah davlat pedagogika instituti o'qituvchisi

***Annotatsiya:** Tadqiqotning asosiy maqsad va vazifalari ingliz tilining grammatik tizimidagi qoida buzilishi holatlarini aniqlash hamda ularning qanday shaklda va qanday ma'noda nima sababdan o'zgarishga uchrashini, hamda grammatik, leksik, semantik tomondan tahlilini yoritib berishdan iboratdir.*

***Kalit so'zlar:** istisnolar, tartibsizlik, g'ayritabiiylik, g'alati, g'alati, noyoblik, anomaliya*

Har bir tilda bo'lgani kabi ingliz tili ham o'z til komponentlariga ega bo'lib, ular qo'llanishi va gapdagi o'rniga ko'ra ma'lum qoidalarga asoslanadi. Tilning grammatik tizimidagi asosiy izohlovchi vosita qoidalar bo'lib, ular har bir til elementlarining joylashish o'rnini, sababini deyarli to'lig'icha va aniq tushuntirib bera oladi. Lekin til tarixida, nafaqat til tarixda balki bugungi kun tilshunosligida ham biroz nazardan chetda qolayotgan lingvistik butunlik bu istisno holatlar bo'lib, ularning muhimlik darajasi qoidalardan kam bo'lmasligi kerak. Chunki grammatik qoidalarni bilish bu faqat bir tomonlama izohlashga asos bo'lsa, qoidalarning nostandartligini o'rganish qoida buzilish holatlarini izohlab beradi. Bu esa tilshunoslarga har qanday holatdagi qoidadan tashqari vaziyatlarni tushunish va tushuntirib bera olish imkoniyatini yaratadi. Grammatik mukammalilik tushunchasi haqida fikr yuritilganda ham, aynan istisno holatlarni o'rganishning tildagi ahamiyati cheksiz ekanligini tushunish mumkin.

Aslini olganda istisno holatlar nafaqat til tizimida, balki barcha boshqa fanlar tizimida ham mavjud bo'lib, ilmiy jihatdan yondashilganda ularni jiddiy nazariya sifatida qabul qilish mumkin. Formal mantiqning asosiy qonunlaridan biri ham istisno qonunidir. Istisno qonuni

haqidagi ilmiy qarashlarni dastlab Aristotel ifodalab bergan. Bu qonunga ko'ra, bir-biriga zid bo'lgan ikki fikrdan biri chin, ikkinchisi xato, uchinchi fikrga o'rin bo'lishi mumkin emas. Bu qonun qaysi fikrning chinligini ko'rsatib bera olmaydi, lekin qaysi fikrdan biri to'g'ri bo'lsa, keyingisi albatta noto'g'riligini bildiradi. Uchinchisi istisno qonuni "A yoki V yoki V emas" formulasi orqali ifodalanadi. Uchinchisi istisno qonuni bilish va muhokama yuritish jarayonida to'g'ri xulosa chiqarish uchun muhim bo'lib, o'zaro zid qarashlarni aralashtirib yuborishga yo'l qo'ymaydi. Istisno qonuni, nozidlik qonuni barcha sig'ishmaydigan munosabatdagi hukmlarga ta'luqli bo'lsa uchinchi istisno qonuni faqat zid munosabatdagi hukmlarga xosdir. U quyidagicha ifodalanadi: bir predmet haqidagi ikki zid fikrning biri to'g'ri ikkinchisi noto'g'ri, uchinchisi istisno bo'ladi. Masalan, «qor oqdir», «qor oq emas», «qor sariqdir» degan mulohazalarning birinchisi to'g'ri, ikkinchisi noto'g'ri, uchinchisi istisnodir. Chunki «qor sariqdir» degan mulohaza «qor oq emas» degan mulohaza hajmiga kiradi.

Zid munosabatdagi hukmlarning biri predmetlar sinfining bir qismiga xos xususiyat va munosabatni tasdiqlaydi, ikkinchisi esa shu predmetlarning boshqa qismiga shu xususiyat va munosabatni inkor etadi. Ularning har ikkalasi bir vaqtda to'g'ri yoki bir vaqtda noto'g'ri bo'la olmaydi. Bundan tashqari zid munosabatdagi hukmlardan biri predmetga ma'lum xususiyat va munosabatni ta'luqli ekanligini tasdiqlaydi, ikkinchisi esa aynan shu predmetga shu xususiyat va munosabatni xos ekanligini inkor etadi. Masalan, «Traktor mashinadir» va «Traktor mashina emas».

Uchinchisi istisno qonuni quyidagi formula bilan ifodalanadi: $R \vee R$. Uchinchi istisno qonuni nozidlik qonunidek fikrimizning izchil, ziddiyatsiz bo'lishini ta'minlaydi. Uchinchi istisno qonuni ikki zid fikrning aynan qaysi to'g'riligini ko'rsatmaydi, lekin ulardan biri har doim xato bo'lishini bildiradi. Bu qonunning ahamiyati shundaki haqiqatni izlashga yo'nalish beradi.

Uchinchi istisno qonuni ma'lum bir mazmundagi savolga bir paytni o'zida ham «ha» ham «yo'q» deb javob bermasdan aniq ulardan birini tanlashni talab etadi. Shu bilan birga ikki zid fikrni oralig'ida uchinchisi bo'lmasligini anglatadi. Demak istisnolar ilm-fanning ajralmas qismi bo'lib, tilshunoslik ilmida ham o'rganish uchun jiddiy masalalardan biri xisoblanadi.

Istisno xolatlarni tilshunoslik termini sifatida tahlil qiladigan bo'lsak, ular ko'p tomondan nostandart holatlar deb atalishga mos keladi. Bunday nomlashning asosiy sababi tilda ma'lum izchil standart holatlar mavjud bo'lib, ular tizimli qoidalarni tashkil qiladi. Shunday qilib qoidalarning o'zgarishiga sabab bo'ladigan holatlarni biz nostandart holatlar deb nomlasak eng asosli, tushunish uchun oson termin sifatida qabul qilishimiz mumkin.

Ingliz tili grammatik tizimidagi istisno holatlarni nomlashning bir nechta shakllari mavjud bo'lib, ularning ayrimlari aynan bir xil mazmunni anglata olmaydi.

Ulardan eng mazmun jihatdan yaqinlari exceptions, irregularity, abnormality, oddity, oddment, rarity, anomaly so'zlari hisoblanadi. Lekin ta'kidlab o'tganimizdek bu terminlar ma'no jihatdan funksional bo'lishiga qaramay mustaqil almashina olmaydi. Til tarixida ham aynan chalkashliklar kelib chiqishiga sabab bo'lgan ikkita eng mazmun jihatdan yaqin terminlar sifatida exception va anomaly terminlarni tilshunoslik bilan bo'g'lay olish mumkin. Sababi bu terminlar allaqachon tilshunoslikda qo'llanilib kelingan va ma'lum bahslarga ham sabab bo'lgan. Exceptions ingliz tili grammatik tizimidagi termin hisoblanib u o'zbek tiliga istisno holatlar deb tarjima qilinadi. Tilshunoslikda bu termini tildagi noto'g'lik deb ham nomlash mumkin.

Tildagi noto'g'riliklarning paydo bo'lishiga asosiy sabab bu til tarixi hisoblanadi. Ingliz tili kelib chiqishi tarixiga ko'ra Roman German til oilasiga mansub bo'lib, qisman o'zgargan va qisman shakllantirilgan beshinchi asrdagi yevropa tili bilan bog'liq. O'n birinchi asrda Roman tilida so'zlashuvchi xalqlar qatlami hukmronligi bo'lgani sababli ular tilining ustuvorligi tildagi bazi o'zgarishlarga sabab bo'lgan. Buning yaqqol misoli sifatida hayvon nomlarining ulardan olinadigan go'sht maxsulotlari nomlaridan farqini keltirishimiz mumkin. Bundan tashqari egalik qoshimchasi hosil qilishning ikki usuli German til oilasiga mansub -'s hamda Roman til oilasiga mansub -of egalik shakllarining kombinatsion qo'llanilishi Ingliz tili tarixining til shakllanishidagi qanchalik ahamiyatli ekanligining yaqqol dalili hisoblanadi. Ingliz tili dunyodagi etakchi xalqaro til hisoblanadi. Bu Buyuk Britaniya, AQSh, Kanada, Avstraliya, Yangi Zelandiya va boshqa Uganda va Botsvana kabi mamlakatlarda so'zsiz gapiriladigan til. Dunyoda deyarli 400 million kishi ingliz tilini o'zlarining birinchi tillari sifatida bilishadi. Bundan tashqari, dunyo bo'ylab 1 milliarddan ortiq kishi ikkinchi til sifatida ingliz tilida gaplashadi. Hindiston, Janubiy Afrika va Osiyoning ko'p qismlarida ingliz tili asosiy ikkinchi til hisoblanadi. Ammo ko'proq bu xalqaro savdo, biznes, diplomatiya va turizmning tilidir. Britaniya 19-asrda dunyodagi eng faol mustamlaka davlat edi va ingliz tadqiqotchilari va mustamlakachilari ular qayerga bormasin, o'z tillarini o'zlari bilan olib ketishdi. Ingliz tili Britaniyaning ko'p mustamlakalarida rasmiy tilga aylandi. 20-asrda Amerika dunyodagi eng qudratli davlat bo'ldi - va amerikaliklar ingliz tilini dunyoning boshqa mamlakatlariga yetkazdilar.

Amerika xalqaro korporatsiyalarining ahamiyati ingliz tili xalqaro tijorat tili bo'lib qolishiga ishonch hosil qildi; va Gollivud va musiqa sanoati uning ommaviy axborot vositalari uchun asosiy tilga aylanganiga ishonch hosil qildi. Ingliz tilining muvaffaqiyat hikoyasi qisman tilning tabiatiga bog'liq edi, lekin ko'proq Evropa mamlakatlari o'z ta'sirlarini kengaytira boshlagan va dunyo bo'ylab o'z madaniyatini yoyishni boshlagan paytda etuk milliy tilga aylangan.

Ming yil oldin, zamonaviy Evropaning ildizlari shakllanayotgan paytda, G'arbiy Evropa uch qismga bo'lingan: Sharqda slavyan tillarida gaplashadigan odamlar bor edi, o'rtada nemis tillarida (shu jumladan Skandinaviya tillarida) gaplashadigan odamlar bor edi, janubi va g'arbida Lotin tilidan kelib chiqqan "Roman" tillarida gaplashadigan odamlar bor edi. Yevropaning uzoq g'arbiy qismida kelt tillarida gaplashadigan odamlar bor edi, masalan, Gael yoki Uels. O'sha kunlarda Angliya Germaniya davlati aholisi turli nemis tillarida, shu jumladan Daniya va Anglo Sakson tillarida, shuningdek, ba'zi Keltlar tillarida gaplashardilar. 1066 yilda Angliya Fransiyadan Normandlar tomonidan zabt etildi, ular o'zlari bilan fransuz tilini olib kelishdi. Keyingi yillarda Angliya zodagonlari fransuz tilida so'zlashdilar va lotin tilini o'qidilar, oddiy odamlar esa eski ingliz tilida gaplashardilar; lekin ular yonma-yon bo'lganligi sababli, ikkala til darhol bir-biriga ta'sir qila boshladi. Norman fransuzlari Anglo-Normanga aylandi va qadimgi inglizlar Anglo-Normanlardan ko'plab lug'atlarni yig'ib, O'rta inglizlarga aylandilar. O'rta ingliz tili boshqa Yevropa tillaridan ancha farq qilar edi. Bu qisman nemischa edi (ayniqsa kundalik hayotning lug'ati, grammatika va tuzilmalar) va qisman Roman (juda ko'p tillar lug'ati). Bunga hatto Kornuollda va Britaniya orollarining boshqa qismlarida tirik qolgan kelt tillari ta'sir ko'rsatdi. Keyingi yillarda Angliya zodagonlari frantsuz tilida so'zlashdilar va lotin tilini o'qiydilar, oddiy odamlar esa eski ingliz tilida gaplashardilar; lekin ular yonma-yon bo'lganligi sababli, ikkala til darhol bir-biriga ta'sir qila boshladi.

Oxir oqibat, ingliz tilida aholining katta qismi gaplashgani uchun, Angliyada u dominant tilga aylandi; va 14-asrga kelib, u nafaqat kundalik hayot uchun, balki ma'muriyat va adabiyot uchun ham milliy tilga aylanib bo'ldi. Va nihoyat, ingliz ham lotincha cherkov tili sifatida almashtirildi. Injil XIV asrda ingliz tiliga tarjima qilingan edi; ammo 16-asrning protestant islohoti, Shekspir davrida, ingliz cherkov xizmatining tili bo'lib qoldi. Shu vaqtdan boshlab, Buyuk Britaniyaning milliy tili maqomi mustahkam o'rnashdi. Ingliz tili tarixda mustamlakachilik kengayishi boshlangan paytga kelib o'rnatilgan milliy tilga aylandi. Bu Britaniyadan Amerikaga kelib o'rnashgan birinchi erkak va ayollarning og'zaki va yozma tili edi; va bu Angliyaning dastlabki savdogarlari, tijorat sarguzashtlari va missionerlari bilan butun dunyoga tarqaladigan til edi. 1700 yilga kelib, Angliya xalqaro tijoratning asosiy tili sifatida ingliz tili butun dunyoda qabul qilinishini ta'minlab, xalqaro savdo hajmi bo'yicha dunyodagi etakchi davlatga aylandi. Ingliz tili bugungi kunda G'arbiy Yevropada ishlatiladigan ikki asosiy til oilasining bo'linish chizig'ida bo'lganligi sababli, Ispaniyadan Skandinaviyagacha hududda istiqomat qilgan ko'pchilik odamlar o'zlarining ingliz tilida biron bir narsani bilib olishlari mumkin edi. Masalan, agar siz nemis tilida (nemis, golland yoki skandinaviyalik tilda) gaplashsangiz, ushbu tilni tushunish uchun ingliz tilini ko'p o'rganishingiz shart emas edi. Ingliz tili ikki xil til guruhlari o'rtasida yarim yo'l bo'lganligi sababli, boshqa tillarda so'zlashuvchilar ko'pincha grammatikaga e'tibor bermasdan ham, ingliz tilida gaplashish mumkin deb hisoblashardi. Shunga qaramay, grammatika muhim; chunki grammatikasiz biron bir til omon qololmaydi. Grammatika - bu til g'ishtlari bir-biriga tutashgan tizim bo'lib, grammatikasiz hatto oddiy ingliz tilidagi xabarlar ham tushunish mumkin emas. So'nggi paytlarda, ingliz tili dunyoning turli joylarida qo'llaniladigan global tilga aylanganligi sababli, u avvalgiga qaraganda ancha boyroq tilga aylandi. Bugungi kunda ham grammatika, ham lug'at tarkibi o'zgarimoqda. Bugungi ingliz tili 100 yil oldingi ingliz tilidan farq qiladi; u har xil talaffuz qilinadi - va shubhasiz, 100 yildan keyin u yanada boshqacha bo'ladi. Shunga asoslanib tilning taraqqiyot bosqichidagi har bir o'zgarishning tilga ta'sirini hisobga olsak, tilda bo'ladigan yangilanishlar tillar o'rtasidagi tafovutga tabiiy bog'liq deyishimiz mumkin. Ingliz tilidagi grammatik istisno holatlarning ham kelib chiqish sababini asosan boshqa tillarning ingliz tiliga bevosita ta'siri natijasi deb hisoblashimiz mumkin.

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THE BENEFITS OF READING PROFESSIONAL ARTICLES FOR CONTINUOUS PROFESSIONAL DEVELOPMENT OF LANGUAGE TEACHERS

Mahliyo Kukiboyeva,
Independent researcher,
Senior lecturer and teacher trainer of Namangan State University

***Abstract:** Current articles outlines the benefits of reading professional articles for the purpose of professional development of EFL teachers in secondary and higher educational level and suggests some useful strategies to professional and personal growth.*

***Key words and abbreviations:** Educational reforms, professional development, professional articles, outcomes and purposes, CPD- continuous professional development, ELT- English Language Teaching, EFL- English as a Foreign Language*

Introduction

Until recently professional development of language teachers both in secondary schools and higher educational institutions has had monotonous, standardized and traditional nature which was mostly compulsory component of the overall teachers' obligations. With the advent of independence and reforms in all spheres including educational context of Uzbekistan, professional development for language teachers as a concept and an inseparable part of sustainable development of educational system has started to alter entirely in terms of its purpose, nature, characteristics and scope. Approximately 20 years ago for most teachers' professional development meant to attend a one-month teacher retraining course and finish it with a certificate of attendance.

Main part

Today with continuous efforts, support and incentives by the government of Uzbekistan, the ministry of secondary and higher education, responsible higher educational establishments and devoted ELT professionals in our country together with world wide renowned foreign scholars whole education system in particular ELT context and teacher development is experiencing great changes, updates and enrichment.

At present CPD for teachers means and has great many types, varieties, opportunities and enhanced developmental purposes and outcomes such as different types of teacher development series, courses, seminars, conferences, workshops, webinars, forums, debates, observations, mentoring, peer coaching, networking, collaborating, reflections, sharing findings and professional experience, writing for publications and professional journals and so on. One of the most useful strategies that help language teachers to grow professionally is reading professional articles. From the suggestions below one can learn about and hopefully finds answer to the question why we teachers should read professional articles.

From my personal professional experience, I can say there are a number of reasons why we teachers should read professional articles:

There are obvious benefits for personal and professional development of language instructors.

For the sake of personal development: while we're reading professional articles regardless of the topic and the content, we develop reading strategies, practice reading subskills, figure out and work on reading challenges, develop reading comprehension, enrich professional vocabulary, spend time meaningfully, grow as a person by other people's problem solving and conclusion drawing skills, etc.

For the sake of professional development: Enrichment of our professional knowledge. While reading we learn about new ideas, solutions, interesting and useful practices and innovative resources, techniques, constantly update professional perception.

For the sake of cooperation and growth of professional skills.

While reading professional articles we collaborate with our colleagues from all over the world, bring their new ideas into our teaching process, analyze the content, work out useful applicable components, learn to sort out what can work well or what can't be applied in our own teaching process.

For the sake of reflection and research:

While reading professional articles we unconsciously start reflect on our own teaching as well, think about our own challenges, progress, what we need to change, improve, so on.

As we are reading somebody's experiment, findings and research, we explore and open new dimensions in this regard. We can select adaptable materials, enrich them, apply or reflect on them.

For the sake of observation and motivation: while reading we become observers of other professionals' activities which can motivate us to implement at least a minor idea or a technique, get inspired to share own findings, achievements or even challenges.

Conclusion

In addition, a number of strategies and activities related to reading professional articles can be suggested to conduct for developmental purposes, such as debates, online forums, or simply posting one article summary on online networking system such as Facebook or telegram groups to let others also know about the benefits you gained from a certain professional article. One of them is article discussion where one teacher invites other colleagues to read a certain professional article and they discuss it together on the base of decided discussion questions beforehand.

All in all there's no reason for not reading a professional article for foreign language teachers.

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SOCIOCULTURAL ENVIRONMENT AND ITS IMPORTANCE IN THE DEVELOPMENT OF A CHILD OF PRESCHOOL AGE

Mahkamova Shohida Rahmatullayevna
Teacher, Chirchik State Pedagogical Institute, Uzbekistan

Resume: The sociocultural environment is considered as a set of purposefully created conditions that should ensure the process of development and self-development of a child. On the one hand, this is a space for the development and self-determination of the child, and on the other hand, these are pedagogical influences aimed at the development of the child's personality.

In a social context, a developing environment should be understood as a socio-

cultural space within which personality development takes place.

Thus, the sociocultural environment is an environment that provides personality-oriented support for a preschool child.

Key words: *environment, sociocultural environment, preschool age, sociocultural space.*

Social development is carried out in the sociocultural space in the course of introducing the child to cultural values. The main lines of social development are: socialization, as a process of familiarizing with social culture, ensuring the adaptation of each individual in society.

The social development of a preschooler is a process during which the child learns the values, traditions and culture of the society in which he will live. Social development in preschool age occurs during communication with adults and peers, in a variety of activities. Playing, practicing, communicating, the child learns to live in society, to take into account his own and others' interests, rules and norms of behavior in society.

The main tasks of preschool teachers are:

- work to enrich the sociocultural environment;
- to promote the involvement of parents of pupils in the educational process on the issue of socialization of children;
- improve the communication skills of children;
- contribute to the development of tolerance of consciousness of parents, teachers and children;
- encourage teachers to develop a respectful attitude towards family traditions.

The main directions of work to create a socio-cultural space preschool educational institutions should be aimed at:

- analysis of the state of the socio-cultural educational environment;
- determination of the tasks of the activities of preschool educational institutions on the basis of the analysis of the model of the educational system preschool educational institutions;
- creation of programs, plans for the organization's activities;
- carrying out social and cultural events in preschool educational institutions.

The mechanism for creating a socio-cultural space is the "Event" of children and adults, in which their joint activity is a key technological moment. Therefore, it is important to create a socio-cultural environment in a preschool institution in which a child can fully develop culturally, spiritually, and physically.

The model includes several directions. Three components are fundamental in our model:

-) developing subject-spatial environment;
-) socially organized activity of pupils as a socio-cultural event;
-) motivated personal interaction between adults and children (within the framework of the child-adult community).

These components are considered taking into account the external and internal resources of the model. Within each component, a system of conditions is presented.

In the component of the subject-developing environment, the issue of the polyfunctionality of the environment is considered, which includes a polycultural, polyethnic, artistic-aesthetic, social-communicative, cognitive-research, motor-health-improving environment.

Within the framework of the socially organized activity of pupils, this is the creation

of conditions for the expansion of socio-cultural activities using different types of cultural practices, types of children's activities, forms of educational events.

According to psychologists L.S. Vygotsky and A.N. Leontyeva "The concept of" environment "is a complex of external factors that affect the process of human development." The environment is usually divided into a macro-environment and a micro-environment.

The macroenvironment includes the climate, features of national culture, features of the development of society, political views. The microenvironment includes: family, childcare facilities, peers. P.I. Podkasisty considers the environment as a set of conditions surrounding a person. Personality change may lag behind the changes taking place in the environment and require consideration in the educational process. "

R.B. Sterkina defines the environment as a complex of sanitary - hygienic and material - technical, aesthetic conditions.

She, referring to J.J. Rousseau, claims that J.J. Rousseau first began to consider the environment as one of the conditions for human development.

The Italian teacher M. Montessori made a great contribution to the development of the theory of the developing environment. According to her views, for the development of children, it is necessary to create such a developing environment that would allow the child to self-study and self-develop on his own.

According to the teacher R.M. Chumicheva, the concept of the socio-cultural environment is built on two layers: spatial-objective and spiritual-emotional. The first layer is material, the second is spiritual, personal, evaluative, built on the dialogue between a child and an adult. "the environment, which is represented by the interpenetration of an adult and objects: things, images, signs, symbols, elements, as means of communication, embodying both aesthetic and social relations."

The main purpose of this environment is to model a socio-cultural and spatially objective developmental environment that would allow a child to show their creative abilities, learn ways of figuratively re-creating the world and the language of arts and are based on basic principles.

The principles of designing the socio-cultural environment of child development include:

- ✚ development of a preschooler in the context of a student-centered approach, taking into account:

- ✚ sensitive periods, leading activities;

- ✚ creative development of the child;

- ✚ taking into account the socio-cultural context of the design, its cultural congruity and dialogue;

- ✚ amplification (enrichment) of developmental conditions from a mono-model environment to an open-type environment;

- ✚ integration of practical, intellectual, aesthetic and other activities of the child and his emotional response;

- ✚ interaction of socio-cultural experience, professional, personal experience of the teacher and the personal experience of the child;

- ✚ co-creation and cooperation of all subjects of designing the socio-cultural subject-spatial environment of the child's development;

- ✚ the principle of expediency and rationality is one of the most important, since it creates an atmosphere of convenience and comfort for each child individually, for all children

in general, for adults who are with children, and for each object that provides an environment;

- ✚ the principle of accessibility and openness is dictated by the peculiarities of the development of a preschool child;

- ✚ the principle of design and construction of the surrounding world - compliance of the developing environment with the age of children.

Thus, the sociocultural environment is an environment that provides personality-oriented support for a preschool child.

The sociocultural environment of an educational institution is understood as an integral unity:

- ✚ sociocultural events taking place in it that are significant for children, teachers, parents;

- ✚ principles, rules, norms of interaction and style of relations between children, teachers, parents existing in it.

The socio-cultural environment of an educational institution is considered as a set of purposefully created various conditions that ensure the process of development and self-development of the child's basic culture, the pedagogical culture of teachers and parents.

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THE IMPORTANCE OF ENGLISH LANGUAGE

Oripova Muhabbat
Tashkent State Pedagogical University

Annotation: *Today, learning English is one of the most pressing issues. In this regards, this article discusses the study of English, its importance and benefits. The main factors of learning English are outlined.*

Key words: *international communication, official language, English ranks, global job.*

One of the main factors of globalization is direct communication of different nations and peoples with each other. Serious, intensive, effective study of foreign languages plays an important role in this. Charlemagne said that, to have another language is to possess a second soul. Learning foreign languages will expand your communication skills, increase your chances of getting a more prestigious job, and allow you to watch and read movies and books in your original language. Nowadays, English is one of the languages known by many. The domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and internet. Because English was used to develop communication, programming, software, etc., it dominates the web. 70 percent of all information stored electronically is in English.

In today's global world, the importance of English can not be denied and ignored since English is the most common language spoken everywhere. English is the official language of 53 countries. About 380 million people consider English as their first language; two thirds of them prefer it as a second language. In addition, billions of people are in the process of learning. Various predictions are that by 2050, half the world's population will be trained in English. Therefore, it is important to know how English language will unite people.

Besides, it will open the door of new culture and the culture that goes with it. One of the most useful things we can do to broaden the empathy and imaginative sympathy and cultural outlook of youth. Learning English is an important step forward to all of those goals. The global job market has even created new positions for bilingual people. If you visit some offices, companies, governmental organizations, you will see the importance of English.

Every person needs to learn the English language in order to get in touch on an international level. It is essential if you want to work in international business or commerce. Learning English well can change your life because this language is the key to opportunities.

English ranks first in the world among foreign languages taught in secondary and high schools, as well as in various courses of the adult education system. In Russia, for example, about 70 percent of students with secondary and higher education study English. In a public opinion poll in Germany, 45 percent of respondents said they spoke English. In Italy, knowledge of English seems to be a prerequisite for occupying many positions related to the operation of modern technology.

Knowledge of English is becoming commonplace for scientific and technical intellectuals in many developed countries .It is the main means of communication in the relations of foreign tourists with staff on all continents .

Today , English has every special position and lingua franca is becoming language of interethnic communication of all mankind .In general , the political ,economic , scientific , sports life of the whole world „flows” in English . English mentioned earlier, is defined by official and working language of the United Nations. International trade, banking, land, sea and air transport systems are conducted in English. This language is a lively communication tool for scientists, doctors of sciences and scientists all over the world.

On the one hand, still there are people who think a lot of the future of English. To some of them it does not look promising. They think that English has been gradually simplifying for the last half century due to the fact that it has become a world-wide international language and is now learnt everywhere. The explanation of this thought is in the following: the main idea of learning foreign languages is to understand other people and to be understood by the community ; so grammar , the right pronunciation and rich vocabulary are nothing for the majority of who study English.

On the other hand people can talk endlessly about the role of English in the world. Undoubtedly ,English is an important part of modern human life , and everyone can find several reasons to improve our knowledge and skills.

It is supposed that there has never been a language so widely spread or spoken by so many people as English. There are therefore no precedents to help us see what happens to a language when it achieves genuine world status. It is likely that the future for English will be a complex and plural one. The language will grow in usage and variety, and at the same time, diminish in relative global importance.

In conclusion, in the near future, English will become an integral part of our lives. But that's not all , it is also the most common second languages in the world . The implementation of English language is very useful to all citizens it is a bridge of communication and understanding in spite of many cultures and countries we had.

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БОШЛАНГИЧ СИНФ ИНГЛИЗ ТИЛИ ДАРСЛАРИДА ЎҚУВЧИЛАРДА ТАНҚИДИЙ ФИКРЛАШНИ РИВОЖЛАНТИРИШДА ЎҚУВЧИ ВА ЎҚИТУВЧИНИНГ ЎЗАРО ФАОЛИЯТИ

Мамаджанова Нозима Адхамовна
Наманган давлат университети докторанти

Аннотация: Ушбу мақолада инглиз тили дарсларида бошлангич синфларда танқидий фикрлашнинг ривожлантириши хусусиятлари баён этилган.

Калит сўзлар: Узлуксиз таълим, коммуникатив қобилият, "танқидий фикрлаш, текст, изчил матнда ишлашнинг ўзига хос хусусиятлари, инновацион технологиялар, ижодкорлик, рефлексия".

Инглиз тили таълими жараёнида ўқувчиларнинг танқидий фикрлашга ўргатиш узлуксиз таълим тизимида ўқув жараёнининг асосий мақсадларидан бири бўлиб қолмоқда Танқидий фикрлашни ривожлантириш бу таълим ва тарбия жараёни бўлиб, унда ўқувчининг қизиқувчанлик, сезгирлик, ўзига ишонч, мустақиллик, очиқлик, фикр эркинлигини (эркинлик), ғояларни ифода этишда жасорат каби табиий фазилатлари актуаллашади ва ривожланади. Танқидий фикрлашни шакллантириш ва талабаларни ўқитиш қобилияти ўқитувчининг касбий маҳорат даражасини белгилайди, у талабаларни танқидий фикрлашга йўналтиради. Талабалар фаолиятининг натижаси ва шунга мос равишда ўқув жараёнининг самарадорлиги ўқитувчининг ўқувчиларни танқидий фикрлашга, идрок этиш, ёдлаш, тушуниш ва бошқа тафаккур жараёнларини ўргатишга боғлиқ. Зеро, фикрлашнинг бу тури ижтимоий бўлиб, ўқитувчи талабалар ва талабалар ўзаро муносабатда бўлганда оммавий нутқда, мунозарада, низоларда тўлиқ намоён бўлади.

Ўқувчилар ва ўқитувчи доимо ўзларининг ва бошқаларнинг тажрибасидан сабоқ олишга ҳаракат қиладилар. Бундай вазият ҳар доим ўзларининг фикрлари тараққиётини кузатиб боришни, ўз фаолиятини таҳлил қилишни, педагогик фаннинг илмий тавсияларига таянишни, иш тажрибасини бошқа одамларнинг тажрибаси билан таққослашни, уларнинг муваффақиятлари ва камчиликларини танқидий баҳолашни тақозо этади. Чет тилини ўқитишда барча ишлар ўқитувчи ва талабанинг ижодий ҳамкорлигига, талабаларнинг ҳар қандай материалга аналитик ёндашувини ривожлантиришга асосланади, когнитив фаолият орқали талаба-ўқитувчи, ўқитувчи-талаба, талаба-талаба ўзаро таъсир занжири пайдо бўлади.

Танқидий фикрлаш қобилияти ўз-ўзидан ривожланмайди. Аксинча, ўқитувчилар ўқув жараёнини ривожлантириш ва бошқаришда катта роль ўйнайди. Чет тили дарслари турли материаллар ва интерфаол ўқув технологиялари орқали танқидий фикрлашни ривожлантиришга йўналтирилиши лозим. Танқидий фикрлашнинг моҳиятини ўрганиш ўқувчининг қобилиятларини ҳисобга олиб ўтишга имкон беради. Бошланғич синф инглиз тили дарсларида танқидий фикрлаш технологиясини қўллаш натижасида ўқувчиларнинг билиш фаолиятини ташкил этиш қулай шароит яратишнинг асоси – коммуникатив компетенцияси шаклланади.

Ўқувчи нутқининг ривожланганлигини даражаси унинг ақлий ривожланиши ва ижтимоий фаоллигини таъминлайди. Шу нуқтаи назардан, бошланғич синф ўқувчиларини она тили билан бир қаторда инглиз тилини ўқув дастури талаблари доирасида мукамал ўрганишларини таъминлашга алоҳида эътибор қаратиш зарур.

Мактаб инглиз тили дарсларининг фанлараро алоқа асосида амалий йўналтирилганлиги қўлланадиган дидактик материалга муайян талаблар қўяди. Бу борада боғланишни матн устида ишлаш яхши имконият яратади. Тил унсурлари билан таништириш сўз, сўз бирикмаси ёки алоҳида гап устида ишлаш билан чекланмайди. Маълумки, мулоқот жараёнида гаплар ўз-ўзидан эмас, балки матннинг унсурлари сифатида қўлланадилар. Шунинг учун, матннинг тузулиши, унинг компонентлари ўртасидаги алоқаларга эътибор бермасдан туриб, инглиз тилини ўрганиш муаммоларини ҳал этиб бўлмайди.

Кичик мактаб ёшидаги ўқувчиларга предметли-ҳаракатли фикрлаш хослиги сабабли улар аниқ кўринадиган объектлар ҳақида осонроқ фикр юритадилар, уларни таҳлил қила оладилар. Шунинг учун уларда танқидий фикрлаш малакаларини шакллантириш ва ривожлантириш жараёнида ўйинли-кўргазмали машқлар муҳим омил ҳисобланади.

Бошланғич синф инглиз тили дарсларида таълим самарадорлигини таъминлаш ҳамда ўқувчиларда танқидий фикрлаш малакаларини ривожлантириш учун ўқитишнинг инновацион усулларида фойдаланиш муҳим восита вазифасини бажаради. Жумладан, “ақлий ҳужум”, “кластер” каби усуллардан кенг фойдаланиш мақсадга мувофиқдир.

Бошланғич синф ўқувчиларининг танқидий фикрлашини янада муваффақиятли ривожлантириш учун кичик мактаб ёши даврининг хусусиятларини ўрганиш мақсадга мувофиқ. Кичик мактаб ёшида нафақат жисмоний, балки психологик хусусиятлар ва юқори ақлий функциялар максимал даражага етади: идрок, эътибор, хотира, фикрлаш, нутқ, ҳиссиёт ва туйғулар такомиллаша бошлайди. Айнан шу даврда одамнинг ҳаётдаги ўрнини англаш вужудга келади.

Ўқувчиларнинг танқидий фикрлашини ривожланиши ўқитувчи ва талабаларнинг ўзаро таъсирининг натижасидир ва унинг шаклланиш даражаси, ўз навбатида, ўқишни ташкил этиш шакллари тўғри танлашга боғлиқ. Баъзи тадқиқотчилар ўз асарларида анъанавий шаклдан фойдаланиш шахсни тўлиқ ривожлантирмаслигини таъкидлайдилар, чунки бу жамоада ишлаш учун зарур бўлган фазилатларни ривожлантиришга имкон бермайди [5].

Ахборот маконининг кенгайиши даврида танқидий фикрлашни шакллантириш алоҳида долзарб аҳамиятга эга. Таълим жараёнида танқидий фикрлаш деганда талабалар ва ўқитувчиларнинг илмий-тадқиқот маданияти юқори даражасини белгилайдиган фазилатлар ва кўникмалар, шунингдек, билимларни яқунловчи эмас, балки бошланғич нуқта, мантиқий ва мантиқий фикрлашни шахсий билимларга асосланган "баҳолаш, ақс эттирувчи фикрлаш" тушунчаси тушунилади. тажриба ва тасдиқланган фактлар. [7] Таълим жараёнида ўқувчилар танқидий фикрлаш қобилиятларини ривожлантириш натижасида қуйидаги қатор қобилиятлар ҳам вужудга келади, жумладан:

- керакли маълумотни турли манбалардан топиш;
- маълумотни танқидий изоҳлаш, уни шарҳлаш, моҳиятини англаш, мақсадга йўналтирилганлигини аниқлаш, маълумот бериш мақсадини тушуниш;
- белгиланган белгиларга мувофиқ маълумотларни тизимлаштириш;
- ахборотнинг ҳажмини, шаклини, имзо тизимини ўзгартириш;
- маълумотларнинг хатоларини топиш, алтернатив нуқтаи назарларни англаш ва оқилона далилларни изоҳлаш; маълумотлар ўртасида ассотсиатив ва амалий алоқаларни ўрнатиш

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FORMS OF WORK IN THE ASPECT OF LEARNING IN COLLABORATION

Mamirova Gulnoza

Anvarova Sadokat

Jizzakh state pedagogical institute

Annotation: *The article is devoted to the basic concepts of learning in cooperation, the advantage of this technology; the theoretical material is accompanied by examples of tasks from the experience of teaching English in the aspect of cooperation technology.*

Keywords: *learning in cooperation, creative potential, psychological compatibility, motivation.*

A bad teacher presents the truth, a good teacher teaches you to find it. Learning in collaboration (Collaborative Learning) is one of the most effective technologies of teaching foreign languages, the purpose of which is to create various learning situations that motivate groups of students to reveal their creative potential when solving an educational task, that is, when creating their own intellectual product. When forming groups, the teacher should take into account the psychological compatibility of students, the level of training of each student, as well as the degree of his sociability [1].

The teacher in this type of activity performs the functions of a motivator, organizer, coordinator, consultant, expert. Advantages of technology training in cooperation undeniable: – each student is aware of their own importance and understanding the fact that the result depends on its contribution to the joint work stimulates to acquire more knowledge to improve the quality of the final product, increases self-esteem; – the student is freed from the fear of mistakes, as it is possible to consult more advanced in the field of language classmate, or as a teacher, that undermines the psychological barrier in the development of language; – a student reveals the creative abilities as the task set, the atmosphere of competition encourages the maximum use of intellectual and creative potential; - each student, regardless of the level of language acquisition, is involved in the activity, "break in the chain" is not allowed; - the student has the opportunity to show the qualities of a leader, the ability to work in a team and be an individual, to defend their ideas.

I suggest several, in my opinion, successful forms of work in this aspect from my personal teaching experience.

1. «The Magic World of Cinema».

As a material for this type of work, I use short videos from the series of films about Mr. Bean. Tasks: fixing the lexical material on the topic "My day", training the grammatical material-the present indefinite time, working out the construction "had better". Students are invited to view a fragment of the video "Morning of Mr. Bina". Three groups of students are formed from three to six people: the first group describes the morning of the hero of the film, the second group makes a report on what Mr. Bean does not do in the morning, the third group advises what the hero needs to do to make his day more interesting. In each group, choose responsible for: a) the choice of lexical units (if there are many students, then responsible for the choice of verbs, adjectives, and so on); b) the preparation of sentences; c) the presentation of the final product.

2. "Talk Show" (grades 9-11)

When studying the topic "Family ties" in the 11th grade, I use the clip of the singer Pink "Family Portrait". Here is a fragment of this song:

Mother, please, stop crying
Daddy, please stop yelling
I can't stand the sound
I can't stand the sound
Your pain is painful
Make mama stop crying
And it's tearing me down
'cause I need you around
I hear glasses breaking
My mother she loves you
As I sit in my bad
No matter what she says it's true
I told Dad that you did not mean
I know that she hurts you
Those nasty things you said
But remember I love you, too
You fight about money
It isn't easy growing in the World War III
About me and my brother
Never knowing what love could be
And this I come home to
Well I've seen I do not want love to destroy
Me This is my shelter
Like it did my family
It isn't easy growing up in the World War III
Can we work it out?
Never knowing what love could be
Can we be a family?

Students watch the video, determine the main idea of the song, discuss the content and perform tasks in groups. The first group describes the situation from the point of view of the

mother. The second group-from the point of view of the daughter. The third group – psychologists-make an algorithm to help the heroines of the song.

3. "Peppa's Friends" (grades 5-7)

The material for this type of work is a cartoon about Peppa Pig, namely, "Peppa's Birthday". Students watch the cartoon and in groups describe the situation from the point of view of a) parents (how they prepared for the holiday); b) friends (describe how the holiday went); c) Peppa (what you liked, what you gave, general impressions).

4. «Ramblers»

The class is divided into two groups, one of which sits in its seats, and the second walks around the class. Each student has a fragment of a sentence: the beginning is the circumstances of the time, for example, the grammatical basis, the ending, the subordinate clause (at the discretion of the teacher). The task is to find all the fragments of the sentence. Students approach those who are sitting, trying to find the continuation of their sentence, thus combining in pairs, threes. Then each pair or three reads the sentence, other groups translate it, you can give the task to change the sentence. For example, students put together the sentence "That gloomy morning we did not swim, because we were afraid of catching a cold", another group changed this sentence: «We were afraid of catching a cold and that is why we did not swim that gloomy morning». Sometimes I call this type of work "Donkey's Tail"("Donkey's Tail"). This technique has proven itself very well when working with proverbs. Students are divided into two groups and connect the parts proverbs in a single whole. Then, in pairs, the equivalent in Russian is selected. Then they are grouped into groups of four or five people and make up a story, for which the proverb serves as the main idea. Students themselves choose whose story turned out to be the most successful, explaining their choice.

So, these examples of exercises confirm the effectiveness of the technology of training in cooperation. It is extremely important for the teacher to set the task in such a way that the students learn together, and not just perform the exercise together.

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ПРОЕКТНАЯ ДЕЯТЕЛЬНОСТЬ КАК БАЗОВЫЙ РЕСУРС В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ

Абдиримова Интизор Камилловна,
Преподаватель Чирчикского государственного педагогического института
Ташкентской области

Аннотация: В статье наряду с описанием метода проектирования приведены некоторые основные и специфические признаки, изложенные конкретными фактами, и высказано мнение о том, что он как базовый ресурс в процессе обучения позволяет развивать личность учащегося. Опираясь на мнения зарубежных ученых, научно-исследовательские работы, было научно обосновано, что его использование в общеобразовательных школах Узбекистана может быть использовано для дальнейшего повышения эффективности образования.

Ключевые слова: метод проекта, кластер, интеграция, инновационные технологии, педагогические технологии, методолог коллективного проекта, педагогическая психология, педагогическое обучение.

За завтрашнюю перспективу нового общества будет отвечать молодое поколение, ответственные за развитие и развитие страны. Важным жизненным фактором, непосредственно влияющим на формирование духовности молодежи, является система образования и воспитания. Имея это в виду, в ходе реализации Национальной программы подготовки кадров усилилось внимание к укреплению материально-технической базы школьного образования, то есть общеобразовательных школ.

Сегодня процессы глобализации и интеграции отражены в каждом секторе по всему миру. Кроме того, образование также стало приоритетом государственной политики, и в этой области будет реализована на развитие новых инновационных идей.

Концепции развития современного образования, «инновационная деятельность», «инновационная педагогика» основана на потребностях, и их цель заключается в том, чтобы внести изменения, обновления, обеспечивающие результаты образовательного процесса в области образования. [2,3).

В условиях развития инновационной экономики в сфере педагогического образования важное значение приобретает подготовка учащихся, способных к инновационному мышлению, самостоятельному поиску и принятию решений, адаптироваться в будущем к социальной и профессиональной среде, работать в команде и решать проблемы.

Введение определенной деятельности, которая позволяет отрицать авторитарный подход к современной системе образования, для продвижения инициативы студентов, у человека есть индивидуальное преимущество. Проекты, которые обеспечивают ключевую роль в сотрудничестве между различными учебными заведениями, государственными организациями в области проектирования. Участие школьников в реализации социально значимых проектов позволяет им иметь свои идеальные знания и высокие навыки, независимую операцию. На основании этих аспектов, сегодня проблема сосредоточения внимания на социальных партнерских отношениях в школьной системе является положительным влиянием на формирование социально активного человека, которое находится на повестке дня.

При изучении и исследовании этих вопросов целесообразно нужно обратиться к методу инновационного кластера педагогического образования. Потому что в основе такого подхода лежат экономические принципы интеграции ресурсов, определения общих интересов и взаимодействия всех участников проектной деятельности. Применение кластерного подхода способствует активизации деятельности учащихся по изучению конкретных требований регионального сообщества, приобретению каждым из участников проекта ценных практических навыков, формированию проектных знаний. В условиях высокой динамики социальных процессов, огромного потока информации и технологизации повседневной жизни одним из главных признаков современного человека является его способность применять на практике свои знания, навыки и умения. В соответствии с требованиями потенциальных работодателей и общественности, система образования должна работать над достижением проектной деятельности учащихся, что является ее целевой направленностью и одним из ее основных критериев.

Сегодня интерес к проектному образованию растет во всем мире. Научные исследования в этой области показывают, что именно проектное образование позволяет по-новому подойти к проблеме формирования личности школьника, обладающей образовательными, организационно-управленческими, созидательными, исследовательскими свойствами. А выпускники школы, обладающие этими способностями, в свою очередь, быстро адаптируются к жизни, приспосабливаются к любым изменениям и различным ситуациям, способны работать в коллективах разных категорий.

Основной метод достижения цели в процессе проектирования в процессе проектирования является основным методом дизайна.

Традиционно «проект» является термином, связанным с технологией. Однако, такие как другие технические термины, слово было принято в процессе педагогической практики, позже как срок удельного педагогического значения и концепции в теоретической деятельности.

Анализируя корни происхождения этого понятия на страницах древнегреческой культуры, А.Михайловский отмечает его использование в значении "препятствие, вопрос, задача". Остановившись на неизбежности связи слов, он подчеркивает: любое препятствие, стоящее перед движущимся человеком, побуждает его на мгновение остановиться, подумать и принять решение. Препятствия, сложности как в жизни, так и в мышлении человека пробуждают внутренние силы человека, побуждают их проявлять.[4]

Если мы рассмотрим этот метод образования, мы можем заключить следующие выводы:

- метод позволяет человеку создавать творчество творчества;
- основания для подготовки молодого поколения на независимые жизни и навыки навыков;
- Форма подготовки к работе на работу;
- эффективные средства практики в образовании и гармонии теории;
- независимый основа знаний существует и основной основой новых;
- набор действий, специализирующихся персоналом и набор действий, независимых от читателя;
- педагогические технологии.

Проектная деятельность является наиболее оптимальным способом организации познавательной и профориентационной работы учащихся на определенный период обучения (учебный год или полугодие).[5] суть метода проекта в данном случае заключается в формировании у учащихся интереса к получению знаний путем ориентации на самостоятельную работу, приобретения новых знаний и умений путем постановки перед ними конкретных целей и задач и поиска их решения.

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MAKTABGACHA TA'LIM MUASSASALARIDA MUSIQA TA'LIMI VA TARBIYASINING MOHIYATI

Maripova Nodira Hamidovna
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrası klaster o'qituvchisi

Rezyume: Bolalarni hayotdagi go'zallikni tushunishga, sevisgga, tabiatda, turmushda, yaratuvchanlik mehnatida, ijtimoiy hayotda, kishilarning xatti-harakatlarida bolalarga tushunarli bo'lgan go'zalliklarni ko'ra bilishga o'rgatish. Ularda estetik his, estetik did, estetik munosabatni tarbiyalash. Kuchlari yetganicha hayotda go'zallik yaratishda faol ishtirok etish istagini tarbiyalash muhim hisoblanadi. Ushbu maqolada yuqorida keltirilgan fikrlarni yechimini topishqa qaratilgan.

Tayanch so'zlar: hayot, go'zallik, musiqa, ta'lim, tarbiya, vazifa, ijod, tabiat, maktabgacha ta'lim muassasi, estetik munosabat.

Bolalarni hayotdagi go'zallikni tushunishga, sevisgga, tabiatda, turmushda, yaratuvchanlik mehnatida, ijtimoiy hayotda, kishilarning xatti-harakatlarida bolalarga tushunarli bo'lgan go'zalliklarni ko'ra bilishga o'rgatish. Ularda estetik his, estetik did, estetik munosabatni tarbiyalash. Kuchlari yetganicha hayotda go'zallik yaratishda faol ishtirok etish istagini tarbiyalash.

Bolalarni badiiy ijodning turli janrlarida (badiiy asar, musiqa, qo'shiq, raqs, rasm) yaratilgan san'at asarlarini ko'rish, tushunish va sevishgao'rgatish orqali ularda estetik ong

qirralarini shakllantirish; chiroylini xunukdan, g'amginlikni xursandchi likdan farqlay olish; ranglarni, shakl, tovushlarni birbiridan farqlay olish kabi sensor etalonlar bilan tanishtirish.

Bolalarni san'atning turli sohalari: ashula, o'yin, o'qish, qayta hikoya qilish, ijodiy faoliyatlarda yanada faolroq harakat qilish, o'zini ko'rsata olishgao'rgatish. Bular orqali bolalarda badiiy ijodiy qobiliyatni, xayolnio'stirish, fazoviy va rang munosabatlarini, ko'rish xotirasi, qo'llarni chaqqon harakatga keltira olish malakalarini rivojlantirish.

Bolalar bog'chasini o'rab turgan go'zallik muliiti bolalarning har tomonlama kamol topishiga, estetik didlarining tarbiyalanishiga yordam beradi. Pedagogika sistemasiga xos bo'lgan estetika va etikaning birligini oilada, bolalar bog'chalarida kichkintoylarni tarbiyalashda bemalol qo'llash mumkin. Lekin haqiqiy turmush estetikasini yaratish uchun tarbiyachi va ota-onalarning yuqori madaniyatli, yaxshi xulqli, xushmuomala, badiiy didli bo'lishlari talab etiladi.

Bolalarni o'rab turadigan chiroyli narsalarningo'zi bolaga hech narsa bermaydi, shuning uchun bolalarni ularni ko'rishga, qadrlashga, baholay bilishgao'rgatish kerak. Tarbiyachi bolalarning diq-qatini polning tozaligiga, chiroyli idishlarga, gullarga qaratadi. Har bir yangi narsa, yangi bezak bolalar bilan birga ko'rib chiqiladi. Eng muhimi, hamma narsalami bolalarda estetik zavq uyg'otadigan qilib ko'rsatish kerak.

Bolalarda estetik zavq uyg'otish uchun ularga kuzatilayotgan narsaning mazmuni va ahamiyatini tushuntirish kerak. Bolalarning hislariga ta'sir etish uchun bu hali yetarli emas. Eng muhimi, bu yerda kattalarning namunasidir. Tarbiyachiningo'zi zavqlansa, ortiqcha so'zlersiz go'zallikka qiziqish uyg'ota oladi va bolalarda estetik kechinmalar paydo qila oladi.

Bolalar tarbiyachidan: «Nima uchun oltin kuz deyiladi?» deb so'rashadi, tarbiyachi istirohat bog'iga borib ko'ramiz, deb javob beradi. Boqqa borishganda bolalarga taklif etadi: «Sayr qilib daraxtlarni, yo'lkalarni kuzatamiz». Bog'ning eng xushmanzara joyiga kelganda bolalar to'xtab, atrofga nazar tashlashadida: «Nima uchun oltin kuzligini tushundik. Chunki barglar tillagao'xshaydi. Ana qizil barglar», deyishadi hayajon bilan. Shamol bo'lishi bilan barglar yerga tushadi. Yo'lkalar esa to'shalgan gilamgao'xshaydi.

Ko'chaga sayrga chiqishadi. Tarbiyachi bolalarga shunday deydi: «Biz hozir sizlar bilan bog'cha ko'chasidan yuribo'tamiz. Sizlar diqqat bilan kuzatib boringlar, kim qanday chiroyli narsa ko'rsa, sayrdan keyin so'zlab beradi».

Shuni ta'kidlash kerakki, ajoyibot yonimizdadir, bolalarni shu ajoyibotni ko'ra bilishga, undan hayratlana olishgao'rgatish lozim. Tabiatning go'zalligini va ajoyibligini inson hayot go'zalligiga, san'at go'zalligi va ajoyibotiga aylantiradi. Jonajon tabiat estetik tarbiyaning qudratli vositasi bo'lib xizmat qiladi. Tevarak-atrofdagi tabiat go'zalligi hatto eng kichik bolani ham quvontiradi. Uning tuyg'ular va xayollarda saqlangan go'zalligi bolalikda ayniqsa yorqin va chuqur idrok qilinadi, inson ularni butun hayoti davomida esidan chiqarmaydi.

Sayr, ekskursiya vaqtida tarbiyachi bolalarning diqqatini tabiatning rangbarangligiga, uningozgarishi va uyg'unligiga qaratadi, tabiat hodisalariga qiziqish uyg'otadi, unga muhabbat va ehtiyotkorlik munosabatini tarbiyalaydi, asrab-avaylashgao'rgatadi. Bularning hammasi bolalarning estetik didlarini tarbiyalaydi, ular kishilarning mehnat natijalarini yaqqol ko'rib, atrofdagi go'zallik inson mehnati tufayli yuzaga kelishiga ishonch hosil qiladilar.

Tarbiyachi bolalarning g'unchadagi bir tomchi shabnamda ham, o'tlarning biri ikkinchisi bilan qo'shilib ketishida ham, qu-yoshning nur taratishida ham, oqshom bo'yoqlarida ham tabiat go'zalligini ko'ra bilishlariga yordam beradi.

Bolalar bog'chasida tabiat burchagi tashkil etiladi. Undagi hayvonlar va o'simliklarni kuzatish va parvarish qilish bolalarda estetik idrokni, ularga nisbatan to'g'ri munosabatni, go'zallik yaratish xohishini shakllantiradi va qizg'in faoliyatga undaydi. Yilning yoz faslida polizda, gulzorda, bog'cha maydonchasida mehnat qilishda ham bolalar estetik zavq oladilar. Kuzda o'z mehnati mevasini yeyish bolaga alohida estetik huzur bag'ishlaydi. Dala va bog'larga sayrga borganda tabiatning go'zalligi va boyligidan, u yerdagi dehqonlarning yaraluvchilik mehnallaridan benihoya zavqlanishadi.

Bolalar bog'chasida bolalarni estetik tomondan tarbiyalashda san'atning har xil turlaridan (musiqa, rassomchilik, haykaltaroshlik, xalq amaliy san'ati, adabiyot va h.k.) foydalaniladi. San'at yuksak estetik zavqning, kishi xursandchiligining tuganmas manbayi bo'lib xizmat qiladi. Shu bilan bir vaqtda u har bir kishining rivojlanishi, ma'naviy boyishi uchun ham vositadir.

Badiiy asar kishining his-tuyg'ulariga ta'sir etsa, hissiy kechinmalar kishida fikrlashni uyg'otadi. Badiiy asardan hayajonlanish fikrlashni faollashtiradi. Qiziqarli ertak yoki rasm bolada likrlaro'yinini uyg'otadi. Bu to'g'rida S.Y.Marshak shunday degan edi: «Qizil shapkacha» ertagini bolalar qatorasiga 20 marta eshilihga tayyorlar. Bunga sabab ertak o'z tuzilishi bo'yicha aniq, uning mantiqi va motivi izchil, har qanday bolao'zini ertakdagi qahramono'rniga qo'ya oladi va «Qizil shapkacha»ni o'ynay oladi». San'atning hamma turlari-adabiyot, musiqa, rassomchilik, haykaltaroshlik, teatr, kino bolalarga tushunarlidir.

San'atdan bolalar bog'chasni bezashda, ta'lim berishda, bolalarning mustaqil faoliyatlarida foydalaniladi. Bolalar bog'chasida ganch, chinni, yog'och, loy, plastilindan xilma-xil buyumlar, o'yinchoqlar yasash mumkin. Bolalar o'yinchoqlarining yaxshi namunalaridan guruh xonasini bezatishda foydalansa bo'ladi.

Ta'lim-tarbiya ishiarida o'zbek xalq amaliy san'ati namunalaridan foydalanish katta ahamiyatga egadir. O'zbek naqshlari tushirilgan chiroyli guldor matolar qo'g'irchoqlar uchun ko'ylak, oyna pardalari, dasturxon kabilar uchun ishlatilishi mumkin.

Musiqa bolalarning kayfiyatini ko'tarib ertalabki badantarbiyada yangray boshlaydi. Yilning quruq va issiq vaqtlarida ekskursiya, sayr va o'yin vaqtlarida ashulalar ijro etilishi kerak, bu bolalarni yanada bir-biriga yaqinlashtiradi, ruhini ko'taradi. Maydonchada mehnat qilish jarayonida ijro etilgan ashula harakat ritmini uyg'unlashtiradi, bolalarga mehnat quvonchini bag'ishlaydi.

MTMda kattalar rahbarligida bolalar tomonidan konsertlar, bayramlar, kichkintoylarning tug'ilgan kunlarini nishonlash bolalarda quvonchli hislarni uyg'otadigan, mazmunli va ularning xotiralarida uzoq vaqt saqlanib qoladigan qilib tashkil etilishi kerak.

Xulosa qilib aytganda, estetik tarbiya bolalarni har tomolama barkamol inson qilib tarbiyalashning muhim qismi bo'lib xizmat qiladi.

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РОЛЬ ФИЗКУЛЬТУРЫ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ ВЫСШЕГО ОБРАЗОВАТЕЛЬНОГО УЧРЕЖДЕНИЯ

**Абдукаримов Н.А.-ЖДПИ катта ўқитувчи
Суванкулов Санжар Сайдвали ўғли-ЖДПИ талаба**

***Аннотация:** В данной работе представлен обзор научных исследований последних лет по проблеме роли физической культуры в вузе (в высших образовательных учреждениях), анализируется значимость физической культуры в образовательном процессе. Делается акцент на сохранение и поддержание, и укрепления здоровья студентами в процессе обучения в вузе.*

***Ключевые слова:** физическая культура, система высшего образования, высшее образование, университеты, вузы, физкультура в вузе.*

Физическая культура приобретает особенное значение в современных условиях, и особенно в структуре высших учебных заведений, так как большое количество времени студенты вынуждены сидеть на лекциях, и практических (выполнять сидя какое-либо задание).

А в период сессии студенты большое количество времени отводят на подготовку к экзаменам и зачетам, из-за чего часто нарушается режим дня, прием пищи, и физическая активность сводится к минимуму. Подобная ситуация может приводить к гиподинамии, что в свою очередь может в 10% случаев привести к летальному исходу. В настоящее время данному заболеванию все больше и больше подвергается молодежь¹¹. С другой стороны, в учебных программах учреждений высшего образования Республики Узбекистан имеется в качестве обязательной учебной дисциплины такая дисциплина, как «Физическая культура». Важно отметить, что

¹¹Жданова Д.Р., Рубизова А.А., научный руководитель: к.п.н. Герасимов П.Е. Гиподинамия – болезнь 21 века / Лечебная физкультура и спортивная медицина / ФГБОУ ВО Саратовский ГМУ им. В.И. Разумовского Минздрава РФ, кафедра физвоспитания

физическая культура занимает центральное место в подготовке военных, и офицеров внутренних дел, в соответствии с этим требования к физической подготовке студентов в данных вузах выше. В этих условиях оценка роли физической культуры в системе высшего образования очень важна.

В последние годы особое внимание уделяется анализу научных подходов к изучению физической культуры в различных науках: социологии, педагогике, экономике, маркетинге.

С точки зрения социологии, освещен вопрос, затрагивающий социальную осмысленность физической культуры, возможность и попытки ее встраивания в различные социальные структуры. В соответствии с этой точкой зрения, роль физической культуры в вузе состоит в организации досуговой и рекреационной деятельности, реализации творческого потенциала, развитию сущностных сил студентов¹².

С точки зрения педагогики, обращается внимание на методы и формы физических занятий и их влияние на адаптацию студента.

С точки зрения экономики, физическая культура рассматривается, как то, что дает блага в виде здоровья, гармоничного развития человека и подготовке его жизни, досуг и др. — что носит четко выраженный общественный характер.

Рассматривается исторический аспект роли физической культуры для гармоничного развития человека и будущего специалиста, описываются нарушения, происходящие от малоподвижного образа жизни. Кроме того, студенческая молодежь часто бывает увлечена фастфудом, нерациональным и избыточным питанием по объему, энергетической ценности и количеству химических добавок. И тут появляются другие проблемы – ожирение и избыточный вес, которые становятся всеобщими, в том числе в системе образования. Так, по данным Всемирной организации здравоохранения: общее количество людей, страдающих ожирением, во всем мире уже достигло 1,7 млрд человек; один из трех взрослых людей в мире имеет избыточный вес, а один из десяти страдает ожирением.

Немаловажным является тот факт, что около 80 % граждан, в том числе 50 % детей, подростков и молодежи не занимаются систематически физической культурой и спортом. Таким образом, для студентов и выпускников вузов физическая культура и спорт могут стать действенными инструментами, которые позволяют обеспечить: снижение лишнего веса, снятие стрессового напряжения; снижение негативных переживаний, повышение работоспособности. Что требует систематического повышения физической подготовленности студентов вузов. Расширение физкультурной работы будет способствовать повышению массовости физической культуры и спорта в Республике Узбекистан.

Возникает вопрос подготовки профессиональных педагогов или тренеров в области физической культуры при рассмотрении роли физической культуры в системе высшего профессионального образования так, как физическая культура является обязательной дисциплиной в процессе обучения студентов всех направлений и профилей.

¹²Астратова Г. В., Кочерьян М. А. О роли и месте физкультуры и спорта в системе высшего образования. Анализ с позиций институционального маркетинга // Бизнес. Образование. Право. 2018. № 4 (45). С. 18–31.

Основной акцент при этом делается на том, что вузовскую физическую культуру следует рассматривать, как социокультурное явление, в этом случае физическая культура в системе высшего профессионального образования включает в себе различные направления физкультурной деятельности студентов: обучающе-развивающую, общеприкладную, спортивную, рекреационную, профессионально-прикладную и коррегирующую».

Можно сделать вывод, что роль физкультуры в системе высшего образования на текущий момент недооценена, поскольку, с одной стороны, государство и общество понимают и декларируют хорошую физическую форму и здоровье человека, а также подготовку специалистов в системе высшего образования как значимые благо и ценность, а, с другой стороны, механизмы стимулирования, и поддержания физической формы, здоровья в процессе обучения в вузе разработаны недостаточно¹³.

Опять же делается большой упор на сохранение и укрепление здоровья у студентов, как было рассмотрено ранее, он также видит в этом интерес и большое значение для общества. Кроме того, к физкультуре, как к предмету в высшем учебном заведении предъявляют требования направленные на популяризацию физкультуры и спорта в обществе: направлять на участие в спортивной жизни университета; заинтересовывать студентов и мотивировать их принимать участие в спортивных мероприятиях, проходящих в университете¹⁴. Это уже расширение физической культуры как социально значимой единицы, а не только как дисциплины в вузе.

Таким образом, физическая культура в учебных заведениях высшего профессионального образования способствует формированию таких личностных качеств студентов как трудолюбие, стремление к своей цели, активная деятельность в общественной жизни, учит принимать на себя ответственность и контролировать себя.

MAKTABGACHA TA'LIM YOSHIDAGI BOLALARNING ESTETIK RIVOJLANISHIDAGI O'ZIGA XOS XUSUSIYATLAR

Maripova Nodira Hamidovna
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrası klaster o'qituvchisi

Rezyume: *Maqolada maktabgacha ta'lim yoshidagi bolalarning estetik rivojlanishidagi o'ziga xos xususiyatlar o'rganilgan. Bilamizki, jamiyatimiz va davlatimiz oldida turgan dolzarb vazifalardan biri inson to'g'risida g'amxo'rlik qilish, yosh avlodni yetuk shaxs, zamonamiz talablariga javob beradigan, bilimdon, yuksak ma'naviyatli, e'tiqodi mustahkam, irodasi kuchli, xalq, Vatan uchun jon kuydiradigan komil inson qilib tarbiyalash va voyaga yetkazishdir.*

Tayanch so'zlar: *tarbiya, vazifa, yosh, bola, rivojlanish, madaniyat, guruh, voqea, maktabgacha ta'lim.*

¹³Астратова Г. В., Кочерьян М. А. О роли и месте физкультуры и спорта в системе высшего образования. Анализ с позиций институционального маркетинга // Бизнес. Образование. Право. 2018. № 4 (45). С. 18–31.

¹⁴Кудинов С.С., научный руководитель: Бурякова Т.С. Физическая культура в системе высшего образования, ФГБОУ ВО «Ростовский государственный университет путей сообщения», Ростовская обл, Ростов-на-Дону, 2018, с. 72-75

Ma'naviy va axloqiy jihatdan yetuk, barkamol farzand voyaga yetkazish hamma davrlarda ham katta siyosiy mohiyat va ahamiyat kasb etib kelgan. Har bir ijtimoiy tuzum kelajagi, insoniyat istiqboli, kishilarning hayot vatumush darajasi fan va madaniyat taraqqiyoti bilan bevosita bog'liqdir.

Fan va madaniyat rivojlanishi ta'lim-tarbiya ishlarining qay darajada olib borilishidan kelib chiqadi. Bu falsafiy aqida davlat ahamiyatiga ega bo'lgan ijtimoiy qonuniyat hisoblanadi.

Yoshlarni kamolga yetkazish ta'lim tizimida axloqiy va estetik bilimlar orqali amalga oshadi, ularning ijtimoiylashuvi esa insonni bevosita hayotga va voqelikka yaqinlashtiradi. Ijtimoiylashuv – inson tomonidan kishilik madaniyatining, xususan axloqiy-estetik madaniyatning

o'zlashtirib borilishi jarayoni sifatida ham talqin etilishi mumkin. Shu nuqtai nazardan o'sib kelayotgan yoshlarni estetik tarbiyasi muhim hisoblanadi.

Estetik tarbiyaning vazifalari tarbiyaning umumiy maqsadlaridan kelib chiqib, bolalarning yosh imkoniyatlariga qarab belgilanadi. Estetik tarbiya oldida quyidagi vazifalar turadi:

1. Bolalarni hayotdagi, voqelikdagi go'zallikni tushunishga, sevishga, tabiatda va turmushda, yaratuvchilik mehnatida, ijtimoiy hayotda, kishilar xatti-harakatida bolalarga tushunarli bo'lgan go'zalliklarni ko'ra bilishga o'rgatish. Ularda estetik his, estetik did, estetik munosabatni tarbiyalash, kuchlari yetganicha hayotda go'zallik yaratishda faol ishtirok etish istagini tarbiyalash.

2. Bolalarni badiiy ijodning turli janrlarida (badiiy asar, musiqa, qo'shiq, rasm va boshqalar) yaratilgan san'at asarlarini ko'rish, tushunish va sevishga o'rgatish orqali ularda estetik ong qirralarini shakllantirish; chiroylini xunuk-dan, g'amginlikni xursandchilikdan farqlay olish; ranglarni, shakl, tovushlarni birbiridan ajrata olish kabi sensor etalonlar bilan tanishtirish.

3. Bolani san'atning turli sohalari: ashula, o'yin, she'r o'qish, qayta hikoya qilish, ijodiy faoliyat (ijodiy o'yin, hikoya qilib, rasm chizish, biror narsa yasash yoki qurish) kabilarida yanada faolroq harakat qilish va o'zini ko'rsata bilishga o'rgatish. Bular orqali bolalarda badiiy ijodiy qobiliyatni, xayolni o'stirish, fazoviy va rang munosabatlarini, mo'ljalga olish, ko'rish xotirasi, qo'llarni chaqqon harakat qildirga olish malakasi, jo'shqin kayfiyatni ko'rsatuvchi hissiy sezgirlikni rivojlantirish va h.k.

Yuqorida ko'rsatilgan vazifalar asosida maktabgacha tarbiya yoshidagi bolalarning har bir yosh guruhlarida estetik tarbiya berishning mazmuni va metodlari ishlab chiqiladi.

Estetik tarbiyaning mazmuni bolaning estetik faoliyati orqali amalga oshiriladigan bilim, malaka va ko'nikmalarni, estetik hissiyot, qiziqish, estetik ehtiyoj, estetik did va mulohazalarni tarbiyalashni o'z ichiga oladi. Bular quyidagi yo'llar bilan amalga oshiriladi:

- o'yin, mehnat jarayonida, maishiy faoliyatda ijtimoiy va tabiat voqealari bilan tanishtirish orqali tevarak-atrofdagi borliqqa nisbatan estetik munosabatni tarbiyalash;
- san'at asarlari (badiiy tarbiya) vositasida estetik tarbiya berish.

Pedagogika fanida bolalarni chizishga, loy va plastilindan narsalar yasashga, ashula aytishga va shunga o'xshashlarga o'rgatish metodikasi mukammal ishlab chiqilgan.

Bola ijodining mazmuniga ta'sir etadigan asosiy vosita, bolani hayajonlantiradigan, uning xayol va hislariga ta'sir etuvchi narsa tevarakatrodagi yorqin, jonli taassurotlardir.

Badiiy faoliyatning hamma turlarida ham ijodiy qobiliyatlarni rivojlantirish estetik idrok va hislarni rivojlantirish bilan bog‘liq holda olib boriladi. Agar bola qishki tabiatning go‘zalligini his eta olsa, u albatta shu go‘zallikni rasmda, hikoyasida aks ettiradi. Agar bola badiiy adabiyotlardagi obrazlarni idrok eta olsa, undagi qahramonlar bola tushunchasiga yaqin bo‘lsa, bunday kitoblar bolalar o‘yini uchun kerakdir.

Bolalarga estetik zavq uyg‘otish uchun ularga kuzatilayotgan narsaning mazmuni va ahamiyatini tushuntirish kerak. Bola-larning hislariga ta‘sir etish uchun bu hali yetarli emas. Eng muhimi, bu yerda kattalarning namunasidir.

Tarbiyachi-ning o‘zi zavqlansa, ortiqcha so‘zlarsiz go‘zallikka qiziqish uyg‘ota oladi va bolalarda estetik kechinmalar paydo qila oladi.

Bolalar tarbiyachidan «Nima uchun oltin kuz deyiladi?»- deb so‘rashadi, tarbiyachi istirohat bog‘iga borib ko‘ramiz, deb javob beradi. Bog‘ta borishganda bolalarga taklif etadi: «Sayr qilib daraxtlarni, yo‘lkalarni kuzatamiz». Bog‘ning eng xushmanzara joyiga kelganda bolalar to‘xtab, jim atrofga nazar tashlashadida, nima uchun oltin kuzligini tushundik. Chunki barglar tillaga o‘xshaydi. «Ana qizil barglar», deyi-shadi ular hayajon bilan. Shamol bo‘lishi bilan barglar yerga tushadi. yo‘lkalar esa gilamga o‘xshaydi.

Ko‘chaga sayrga chiqishadi. Tarbiyachi bolalarga shunday deydi: «Biz hozir sizlar bilan bog‘cha ko‘chasidan yurib o‘tamiz. Sizlar diqqat bilan kuzatib boringlar, kim qanday chiroyli narsa ko‘rsa, sayrdan keyin so‘zlab beradi».

Shuni ta‘kidlash kerakki, ajoyibot yonimizdadir, bolalar-ni shu ajoyibotni ko‘ra bilishga, undan hayratlana olishga o‘rgatish lozim. Tabiatning go‘zalligini va ajoyibligini inson hayot go‘zalligiga, san‘at go‘zalligi va ajoyibotiga aylantiradi. Jonajon tabiat estetik tarbiyaning qudratli vositasi bo‘lib xizmat qiladi. Tevarak-atrofdagi tabiat go‘zalligi hatto eng kichik bolani ham quvontiradi. Uning tuyg‘ular va xayollarda saqlangan go‘zalligi bolalikda ayniqsa yorqin va chuqur idrok qilinadi, inson bularni butun hayoti davomida esidan chiqarmaydi.

Sayr, ekskursiya vaqtida tarbiyachi bolalarning diqqatini tabiatning rangbarangligiga, uning o‘zgarishi va uyg‘unligiga qaratadi, tabiat hodisalariga qiziqish uyg‘otadi, unga muhabbat va ehtiyotkorlik munosabatini tarbiyalaydi, asrab-avaylashga o‘rgatadi. Bularning hammasi bolalarning estetik didlarini tarbiyalaydi, ular kishilarning mehnat natijalarini yaqqol ko‘rib, atrofdagi go‘zallik inson mehnati tufayli yuzaga kelishiga ishonch hosil qiladilar.

Musiqqa bolalarning kayfiyatini ko‘tarib ertalabki badan tarbiyada yangray boshlaydi. Iilning quruq va issiq vaqtlarida ekskursiya, sayr va o‘yin vaqtlarida ashulalar ijro etilishi kerak, bu bolalarni yanada bir-biriga yaqinlashtiradi, ruhini ko‘taradi. Maydonchada mehnat qilish jarayonida ijro etilgan ashula harakat ritmini uyg‘unlashtiradi, bolalarga mehnat quvonchini bag‘ishlaydi.

Bolalarda estetik idrokning rivojlanishi uchun ularni haqiqiy san‘at asarlari bilan tanishtirish zarur. Radio, oynai jahonda san‘at ustalari va tengdoshlari ijro etgan asarlar bolalarning estetik rivojlanishida katta yordam beradi.

Ashula aytib o‘yinga tushishda asosan xalq ijodi asarlaridan foydalaniladi, bu bolalarni ahloqiy-estetik tarbiyalash uchun g‘oyat qimmatli vositadir. Bolalar xalq kuylari va obrazlarini ijro etayotib, xalq tili va kuyining hamohangligini, ravonligini bilib oladilar. Bu bolalarda vatanparvarlik hislarini tarbiyalaydi, musiqaviy didini shakllantiradi, bolalarni zamonaviy va klassik kuylarni idrok eta olishga tayyorlaydi. Ashula va raqsga tushishga o‘rgatishda faqat to‘g‘ri aytish va to‘g‘ri harakat qilishni emas, balki ifodali aytish va yengil, chiroyli va latofat bilan raqsga tushishga o‘rgatiladi.

Bolalarning badiiy qobiliyatlarini tarbiyalash masalasi ularning ijodiy o‘sishi bilan chambarchas bog‘liqdir. Shuning uchun bolaga o‘rgatish, undagi ijodiy tashabbusni rivojlantirish ishi bir-biri bilan uzviy aloqada amalga oshirilishi lozim. Pedagog tarbiyaviy nuqtai nazardan yondashib, bola ijodining eng birinchi, hali to‘liq namoyon bo‘lmagan tomonini seza bilishi va baholay olishi kerak, bu bilan u boladagi kamolot yo‘lini to‘g‘ri belgilashi mumkin.

MTMda o‘tkaziladigan bayramlar bolalarga chuqur ta‘sir etadi. Bayramning tarbiyaviy kuchi va o‘ziga xosligi uning g‘oyaviy va estetik mazmuni san‘atning turli ko‘rinishlari bilan bog‘liq bo‘lishidadir. Har qaysi bayram o‘z g‘oyasiga ega bo‘lib, u bolalarga yorqin obrazlar orqali ta‘sir ko‘rsatadi.

Demak, estetik tarbiyaning vositalaridan biri qo‘g‘irchoq teatridir. Uning nihoyatda kuchli ta‘sir etishi uning soddaligi, odatdan tashqari jo‘shqinligi va qo‘g‘irchoqligi (o‘yinchoqligi), shuningdek, badiiy so‘z, musiqa, ashula, raqs, tasviriy san‘at kabi tarkibiy qismlarning uzviy jipslashib ketganligi kishi ko‘zi o‘ngida yaqqol namoyon bo‘lishidadir. Qo‘g‘irchoq teatrini bolalar faqat tomosha qilibgina qolmay, balki unda o‘zlari ham qatnashadilar. Bu bolaning dramatik qobiliyati, tashabbusi, nutqini o‘stiradi, hayotiga quvonch bag‘ishlaydi. Kichkintoylar, ayniqsa 2-3 yoshli bolalar uchun chiqarilgan kitoblarda so‘zlardan ko‘ra rasmlarning ta‘siri ayniqsa qatta bo‘ladi. Bola kitobdagi rasmlarni qayta-qayta o‘z o‘rtoqlariga, kattalarga, qo‘g‘irchog‘iga «o‘qib» berish bilan uning mazmunini o‘z xotirasida mustahkamlaydi. Kitobdagi chiroyli, yorqin rasmlar bolalarning badiiy didini tarbiyalaydi. Qattalar mehnati, qahramonlik, shuningdek, ona Vatanga bo‘lgan muhabbat, do‘stlik, birodarlik, bolalarning ota-onalariga nisbatan mehribon bo‘lishlari kabi mavzularda yozilgan hikoyalar bolalarga tushunarlidir.

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MAKTABGACHA YOSHDAGI BOLALARNI MA'NAVY-AXLOQIY TARBIYALASH

Abdullayev Abduqayum Abdulkayevich
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrası mudiri dotsent

***Rezyume:** Maqolada maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalashda xalq og'zaki ijodi namunalariidan foydalanishning ahamiyati tahlil qilingan.*

***Tayanch so'zlar:** ma'naviy-axloq, tarbiya, ta'lim, xalq og'zaki ijodi, ertak, maktabgacha ta'lim, oila.*

Maktabgacha yoshdagi bolalarni ma'naviy-axloqiy kamolotida oila va maktabgacha ta'lim tashkilotlarida o'rganiladigan topishmoq, topishmoqli ertaklarning ta'lim-tarbiyaviy ahamiyati, maktabgacha ta'lim tashkilotlarida xalq og'zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalashning samarali shakl va metodlari, maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalashda oila va maktabgacha ta'lim tashkilotining hamkorligi yoritib beriladi.

Topishmoq azaldan xalq pedagogikasining oliy namunasi hisoblanadi. Zero, xalq og'zaki ijodining eng qadimgi va eng faol janrlaridan biri ham topishmoq hisoblanadi. Topishmoqlar inson, ijtimoiy hayot va tabiat hodisalari bilan chambarchas bog'langan bo'lib, hammavaqt real zamanga asoslanadi. Unda atrofimizni o'rab turgan moddiy dunyodagi turli narsalar aks etadi. Har bir topishmoq o'ziga xos shakl va mazmunga ega bo'lgan mustaqil bir asardir. Unda falsafiy, tarixiy, etnografik belgilar, tushunchalar, hodisalarning mohiyati nihoyatda go'zal obrazli ifodalar bilan aks ettiriladi.

Topishmoq aytish, asosan, bolalarning so'z boyligini oshirish, hayot va uning hodisalari haqidagi tushunchalari va tasavvurlarini, idroki va mulohaza qobiliyatini kengaytirishda tarbiya vositasi hisoblanadi. Ular tarbiyalanuvchilarni ko'proq narsa va buyumlarni, tabiat va uning hodisalarini idrok qilishga yordam beradi. MTM (maktabgacha ta'lim muassasasi)da maktabgacha yosh davrida bolalarga topishmoq aytish, uning javobini topish va xulosalar chiqarish bolalarni faqatgina o'sha aytilayotgan topishmoqning javobini topish uchun harakat qilishidagina emas, balki bolalar o'rtasida bir- biriga mehr, do'stlik, o'rtoqlik, hamjihat bo'lib yashash kerakligi haqida fikrlar bildiriladi

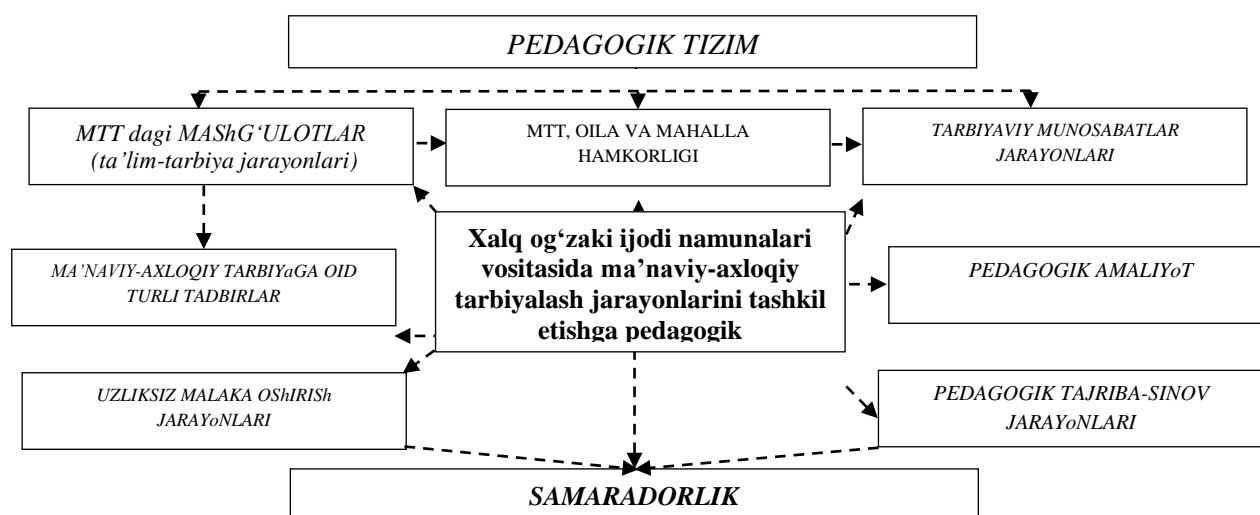
MTT (maktabgacha ta'lim tizimi)da xalq og'zaki ijodi namunalari vositasida ma'naviy-axloqiy tarbiyalashga yo'naltirilgan pedagogik jarayonlarni takomillashtirishda MTT pedagog-tarbiyachilar tomonidan bolalarni ma'naviy-axloqiy tarbiyasida amalga oshiriladigan ishlarning mazmun-mohiyati va yo'nalishiga ko'ra rejalashtirish va tashkil qilish funksiyalari quyidagi jarayonlarda amalga oshiriladi:

✚ maqsadi, vazifasi va shakliga ko‘ra turli mashg‘ulot va uchrashuv, suhbat jarayonlarini rejalashtirish va loyihalashtirish;

✚ modellashtirish, ya’ni tashkil qilinadigan pedagogik jarayonlarda tarbiyalanuvchilarning ma’naviy-axloqiy jihatdan tarbiyalanishlari uchun zaruriy shart-sharoitlarni yaratish va ularning imkoniyatlarini inobatga olgan holda faolligini ta’minlash bo‘yicha vazifalarni oldindan belgilash;

✚ yaratilgan shart-sharoitlar va mavjud vaziyatlarga ko‘ra tarbiyalanuvchilarning ma’naviy-axloqiy tarbiyalanganlik darajalarini nazorat qilish, ibrat, namuna ko‘rsatish, tahlil qilish va ob’ektiv baholash asosida rag‘batlantirish.

MTTda bolalarni xalq og‘zaki ijodi namunalari vositasida ma’naviy-axloqiy tarbiyalash tizimini takomillashtirishda sanab o‘tilgan pedagogik jarayonlarning o‘zaro bog‘liqligi va aloqadorligini ta’minlash uchun pedagogik yondashuvni tatbiq qilish zarur (1-chizma).



1 chizma. MTT va oilada xalq og‘zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalashga yo‘naltirilgan pedagogik jarayonlarni takomillashtirish mexanizmi

Ushbu modelning amaliyotga tatbiq etilishi xalq og‘zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalash tizimini takomillashtirishdagi ustuvor masalalarni ijobiy hal etishga olib keladi deb izohlagan o‘z tadqiqot ishida D.A.Abdurahimova.

Xalq og‘zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalash tizimini takomillashtirishda falsafiy, milliy-ma’naviy, psixologik, pedagogik yondashuvning mazmun va mohiyatini anglashga erishiladi, maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalashda ijtimoiy omillarning ta’sirini hisobga olish hamda ma’naviy - axloqiy tarbiyani o‘zida mujassamlashtirgan xalq og‘zaki ijodi namunalari tayanish zarur.

Xalq og‘zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma’naviy-axloqiy tarbiyalash tizimini takomillashtirishda oila, mahalla, MTT hamkorligi mexanizmini hayotga tatbiq etish o‘zining ijobiy samarasini berdi.

Demak tarbiyalanuvchi shaxsining individualligi va noyobligini hisobga olgan holda ota-onalar va keng jamoatchilikning yoshlarni xalq og‘zaki ijodi namunalari vositasida ma’naviy-axloqiy tarbiyalash uchun hissa qo‘shishga shaxsan mas’ul ekanligini, ota-onalarning o‘zlari milliy qadriyatlarimizning bosh bo‘g‘ini xisoblangan xalq og‘zaki ijodi

namunalari alla, ertak, maqol, topishmoqlarni bilishi, bu borada ularning xalq og'zaki ijodi namunalari to'g'risida bilim, ko'nikma va malakalarga ega bo'lishini yanada takomillashtirish, yosh ota-onalarni pedagogik va psixologik bilimlar bilan qurollantirish, bolalarni ma'naviy-axloqiy tarbiyalashga xizmat qiluvchi uslubiy qo'llanmalar, risolalar va bukletlarni chop etish va tarqatish orqali yosh oilalarga oilaviy munosabatlar, ma'naviy-axloqiy tarbiya to'g'risidagi bilimini oshirishda ko'maklashish maqsadga muvofiq ekanligini ko'rib chiqdik.

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SOG'LOM AVLOD TARBIYALASHDA SUZISHNING AHAMIYATI

Maripova Nodira Xamidovna
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrası klaster o'qituvchisi

***Rezyume:** Inson tanasining suvda hech qanaqangi tayanchsiz muallaq turishi suzishning alohida jihatlaridan biri hisoblanadi. Bunday jihatlar insonni quruqlikdagi harakatlanish imkoniyatlarini oshiradi va tana a'zolarini rivojlanish imkoniyatlariga ta'sir etadi. Sog'lom avlod tarbiyasida suzishning ahamiyati juda kata, shu sababdan maqolada sog'lom avlod tarbiyalashda suzishning ahamiyati o'rganilgan.*

***Tayanich so'zlar:** sog'lom avlod, jismoniy madaniyat, suzish, ta'lim tizimi.*

Ta'lim tizimini zamon talablari darajasida va erishilgan tajribalar asosida rivojlantirish orqali o'sib kelayotgan yosh avlodni jamiyat hayotida faol ishtirok etadigan har tomonlama sog'lom, yetuk va yuksak ma'naviyatli komil insonlar etib tarbiyalash davlatimizning ustivor yo'nalishlaridan xisoblanadi.

Keltirilgan sifatlarni shakllantirishda esa, suzishning ahamiyati kattadir. Sababi suzish bilan shug'ullanishlar kuch, tezlik, chidamlilik, egiluvchanlik va chaqqonlik kabi jismoniy sifatlarini rivojlanishiga imkon yaratadi. Suzish yosh avlodni aqliy va irodaviy tarbiyalashda ahamiyatiga ega vositadir. Suzish mashg'ulotlari va musobaqalarini to'g'ri tashkil qilish

intizomlilik, tashkilotchilik, intiluvchanlik, irodalilik, quvnoqlik, ishchanlik va to'g'ri qaror qabul qilish kabi sifatlarni tarbiyalashda ijobiy ta'sir qiladi. Suzish insonni tanasini chiniqtirishda ham katta ahamiyatga ega. Shu sababdan suzish insonni sog'ligini mustahkamlashda o'ziga xos o'ringa ega hisoblanadi. Suv inson tanasini, undagi g'uborlarni tozalab, uni nafas olishini yaxshilaydi, shu orqali terni har xil tashqi omillarga qarshi chiqish uchun imunitet hosil qilishga ko'maklashadi. Suzish qaltirash va yoddan chiqarish kabi odatlarni bartaraf etish va o'z kuchiga ishonch hosil qilishga o'rgatish jihatlari bilan markaziy asab tizimiga ham ijobiy ta'sirini ko'rsatadi. Bular odam organizmida suvdagi jismoniy mashqlarni doimiy takrorlashlar oqibatida paydo bo'ladi. Bundan tashqari suzish ba'zi kasallanishlar oldini olish va davolashlarda qo'llaniladi. Keyingi vaqtlarda suzish davolovchi jismoniy tarbiyaning asosiy vositasi bo'lib qoldi. Suzish turli xastalik va zararli jarohatlar asoratlarini davolashda ham foydalaniladi. Shu maqsadlar yo'lida maxsus mashqlar tizimlari ishlab chiqilgan. Suv haroratini tez-tez o'zgarib turishi bola organizmini chiniqishga va turli shamollash kasaliga qarshilik ko'rsatishni oshiradi.

Ma'lumki, suzish jismoniy tarbiyaning bir turidir. Bas, shunday, ekan, badanni jismonan chiniqtirishda, organizmni yanada sog'lomlashtirishda uning foydasi beqiyosdir. Chunki bolaning ham, katta kishining ham suvda suzganda bir necha emas, balki barcha mushaklar tizimi harakatga tushadi, binobarin, odam gavdasi bir butun holda mutanosib rivojlanadi. Bejiz emaski, suzish bilan muntazam shug'ullanib kelayotgan bolaning bo'g'imlari harakatchan, mustahkam, bir me'yorda harakatlanadigan, paylari, mushaklari yaxshi taraqqiy etgan bo'ladi. Ayniqsa, odam gavdasining suvda gorizontol holda harakatlanishi, uning tik turib bajargan harakatlaridan ma'lum darajada farq qiladi. Binobarin, bolaning tik turib, yurib, yugurib bajargan mashqlari uning pay, mushak va bo'g'imlariga bir tomondan ta'sir ko'rsatsa, suvda suzib bajargan mashqlari unga ikkinchi tomondan ta'sir ko'rsatadi. Gavdaning raso va adl bo'lib rivojlanishida, ayniqsa, umurtqa pog'onasi qiyshayib qolishining oldini olishda suzishning ahamiyati juda kattadir. Shu sabab ham suzish umurtqa pog'anasi kasalliklarini davolashda keng tavsiya qilinadi.

Yana shuni ham ma'lum qilish joizki suzish odamning turli tuman, katta-kichik, kuchli va kuchsiz harakatlarini gorizontol vaziyatda bajarish natijasida yuzaga keladi. Binobarin odam mana shunday harakatlarni bajarish natijasida istalgancha erkin va uzoq, uyg'un bajarishi lozim. Shunda u o'z hatti-harakatlariga muayyan shaklni beradi. Buning uchun esa suzuvchining gavda tuzilishi mushaklarining mutanosib bo'lishi, bo'g'imlari o'z-tuzilishiga ko'ra istalgan harakatlarga bo'ysuna olishi kerak bo'ladi.

Odam organizmini chiniqtirish, uni har tomonlama rivojlantirish, harakat qobiliyati sifatlarini oshirish kabi salomatligini mustahkamlashda zarurligi uchun ham suzish jismoniy mashqlar sifatida qo'llaniladi. Mana shularni nazarda tutgan xolda suzish har tomonlama jismoniy rivojlantirishning asosiy vositalaridan deyilishi bejiz emas.

Jumladan, suzish natijasida inson tanasidagi ichki a'zolarni faoliyati yaxshilanadi: nafas olish bir maromda shakillanadi, yurakni qisqarishi faoliyati ortadi, tanada qon aylanish va moddalar almashinuvi tezlashadi. Buni suvni havoga nisbatan issiqlikni ko'proq o'tkazish, o'zida saqlash va ma'lum miqdorda havoga nisbatan zichligi hisobiga amalga oshadi, ya'ni issiqlikni o'tkazish va zichlik insonni tanasining tashqi qismiga bosim orqali ta'sir qiladi. Suzish, shunday jismoniy mashqki, u bilan shug'ullanayotganingda inson tanasi shakillanadi, ayniqsa o'spirin va yosh bolalar tanasining o'sishga olib keladi, sababi suzish vaqtida inson tanasi ma'lum darajada vazinsizlik va gorizontol holatida bo'ladi, shu vaqtda umurtqa pog'onasi vaqtinchalik yerni tortish kuchidan xolis bo'ladi, shu orqali umurtqa bo'g'imlari

yukdan ozod bo'ladi, bu o'z navbatida inson tanasini ma'lum miqdorda cho'zilishiga olib keladi. Yana suzish insonni asab tizimiga ham ijobiy ta'sir qiladi: ortiqcha his-xayajonni va toliqishni qoldiradi, insonni o'z kuchiga ishonch xosil qiladi. Buni insonni tanasiga suv muhitini va jismoniy harakatni ijobiy ta'siri deb aytsa bo'ladi. Yuqorida aytib o'tkanimizdek, mazkur harakatlar tana a'zolarini faoliyatini shakillantiradi, yurak va nafas olish yo'llarini rivojlantiradi. Yana suvda ma'lum vaqt bo'lish inson tanasidagi haroratning doim bir xil bo'lib turishiga xizmat qiladigan fiziologik jarayonlarni rivojlantiradi. Organizmda chiniqishi ortadi, tashqi muhitdagi omillarni ta'siri kamayadi. Shu sababdan rejali suzish, shamollashga moyilligi ko'p insonlarga tavsiya qilinadi. Suzish jarayonida umuman olganda og'ir mashaqatli mashqlar bajarilmaydi, shuning uchun suzish: ko'p o'tirib, turib ish qiladigan insonlarga ko'proq tavsiya qilinadi, ya'ni, aytib o'tkanimizdek u tanadagi toliqish, zo'riqishni oldini olishga va tana jismoniy o'z holatiga kelishiga ko'maklashadi. Muntazam suzish bilan shug'ullanish boshqa jismoniy mashqlarga nisbatan o'pkadagi gazlar almashinuvini kuchaytiradi. Mutaxassis olimlar shuni aniqlashganki, agar inson 24⁰S ilqlikdagi suvda 3-5 daqiqa harakatsiz tursa, nafas olish chuqurligini ikki barobarga ortishi va moddalar almashinuvini 50-75% ko'tarilishini kuzatishgan. Shundan kelib chiqib, suzishni ortiqcha vazinli insonlarga tavsiya qilish maqsadga muvofiq ekanligini aytish mumkin. Suzish sportida kamdan-kam holatlarda inson biror a'zosi lat yoki jarohat olishi kuzatiladi. Shuning uchun ham insonni jismoniy sog'lom rivojlanishida suzish mashqlari barcha yoshdagilarga tavsiya qilinadi. Yuqorida keltirganimizdek inson suvda bo'lganda, ma'lum darajada yer tortish kuchidan xolis bo'ladi va gorizontal holatda umrtqa disklari ochiladi, bu esa inson tanasidagi modda almashinuvini jadallashtiradi, tanani tiklanish jarayonini tezlashtiradi. Bu jarayon hozirgi kundagi umrtqadagi osteoxondroz, umrtqa bukirligi va qomatdagi kamchiliklarni oldini olishga ko'maklashadi. Yosh bollarda umrtqa disklaridagi modda almashinuvi, ularni tez rivojlanish va bo'yini o'sishiga ijobiy ta'sir qiladi.

Sog'likni tiklash maqsadida suzish bilan shug'ullanuvchilarga hech qanday vazifa belgilanib berilmaydi, ya'ni ma'lum masofani belgilangan vaqtda suzib o'tish, shunga o'xshash ma'noda, balkim ulardagi zo'riqish, toliqish, shunga o'xshash alomatlarini suzish orqali yengib o'tish maqsad qilinadi. Shu bilan birgalikda suzish inson organizmi faoliyatini yaxshilaydi, uni ishga layoqatini oshiradi va uyqini yaxshi bo'lishini ta'minlaydi. Bu natijaga erishish uchun o'rtacha yoki sekin tezlikda suzish kifoya qiladi. Suzishni bilganlarga, mazkur tezlik yurish bilan barobardek, ya'ni hech qanday qiyinchilik tug'dirmaydi. Suzish bilan shug'ullanuvchilar o'zini sog'ligini (bir yilda kamida bir marotaba tavsiya qilinadi) va jismoniy (vazn, bo'y, gavda qafasi) rivojlanishini sog'lomlashtirish joylarida tekshirtirishi lozimdir. Suvga tushishdan oldin dermatologlar bilan ham suhbatlashish maqsadga muvofiq bo'ladi. Undan tashqari suvda inson o'z o'zini nazorat qila bilishi lozim.

Bizning nazdimizda sog'liqni rivojlantirish maqsadida ko'krakda krol va brass usullari bilan suzish maqsadga muvofiqdir. Mazkur usulda suzish o'rta yoshdagi va yoshi kattalarga ko'proq tavsiya qilinadi, sababi suzish jarayonida kam harakat talab qilinadi va nafas olish yo'llarini shakillantirish uchun yaxshi mashq hisoblanadi. Suzish jarayoni kamida 20-30 daqiqa davom etishi lozim, shundagina mashq ta'siri bilinadi. Shu vaqt davomida mushaklar bir maromda harakatlanadi va rivojlanadi. Kuzatishlar shuni ko'rsatadiki, kim yoshligidan suzish bilan shug'ullanayotgan bo'lsa, ularning qomati to'g'ri shakillanganligi va sog'ligi boshqalarnikiga nisbatan yaxshiroq, ya'ni organizm kasalliklarga chidamliligi kuzatiladi. Sog'lik maqsadida suzgan insonda, suzish ta'siri 48 soatdan 72 soatgacha saqlanadi. Demak, shundan kelib chiqib maksimal samara olish uchun, suzish bilan kamida hafta davomida 2

yoki 3 marotaba shug‘ullanish tavsiya qilinadi. Yozgi tatil vaqtida bo‘lsa, hafta davomida 4 yoki 5 marotaba suzish tavsiya qilinadi, bu esa tanani maksimal rivojlanish uchun asos bo‘ladi.

Mamlakatimizda suzish dars sifatda jismoniy tarbiya instituti va oliy o‘quv yurtlarining o‘quv dasturiga va jadvaliga kiritilgan. O‘rta maktab oliy va o‘rta maxsus bilim yurtlarining jismoniy tarbiya buyicha o‘quv dasturlarida majburiy fakultativ kurs sifatida o‘rin olgan. Oliy ta‘lim muassasalari sharoitga qarab jismoniy tarbiya darslarida suzishga o‘rgatish buyicha mashg‘ulotlar olib borilmokda. Yoz oylarida ochiq suv havzalarida va bolalar dam olish oromgohlarida suzish musobaqalari o‘tkazilmoqda. Bu ishlarning barchasi davlat ta‘lim standarti va dasturlarga muvofik tasdiqlangan rejalar asosida olib boriladi. Chunki jismoniy tarbiya tizimida suzish asosiy o‘rinlardan birini egallab kelmoqda.

Mamlakatimizda jismoniy tarbiya dasturlariga suzishni kiritilganligini sababi suzishdagi tarbiyaviy ishlar butun mashg‘ulot jarayonida olib borilib, talabalarning jamoaviy ruhida, ongli, intizomli, tashabbuskor, matonatli jasur, dadil va irodali bo‘lib o‘shishda katta ta‘siri kuzatiladi, bugungi kunda “Sog‘lom bola” tarbiya qilishda mazkur sport turining ahamiyati katta. Bejiz mamlakatimiz yurtboshi I.A.Karimov 2014 yilni “Sog‘lom bola” yili deb e‘lon qilmadi. Sababi sog‘lom boladan kelajakda yetuk, raqobatbardosh mutaxassis tarbiyalanadi, eng asosiysi mamlakatimiz istiqbolini rivojlantirishga o‘z xissasini qo‘shishga intiladi.

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CONTINUOUS PROFESSIONAL DEVELOPMENT OF EFL TEACHERS

**Halima Muhammadiyeva,
Senior Lecturer of Namangan State University**

Abstract: *The article discusses the strategic role of continuous professional development of EFL teachers in the education system and the need for professional development of teachers of foreign languages.*

Key words: *professional competence, continuous professional development, EFL teacher*

Introduction

Continuous professional development plays a strategic role in the education system. The goal of foreign language teachers is to help their students understand the world around them, to communicate across linguistic and cultural boundaries, and play an active role in the world. This is a challenging task that requires the teacher to have a wide range of methods and approaches in order to keep abreast of effective methods developed in other countries and to share their ideas and experiences with other countries.

The main reason for continuous professional development is the desire of the teacher for career growth, which contributes to the expansion of their professional competence, language practice, knowledge in the field of pedagogy, teaching methods, didactics, psychology, and the ability to use computer technology.

Main part

The profession of teaching foreign languages today faces a shortage of qualified teachers. At the same time, the number of students is rapidly growing at higher education; there are new reforms in education, the development of national standards for teaching a foreign language, new requirements for teachers of a foreign language. There has been a great interest recently in the discussion of teachers and professional development by several researchers, educational practitioners, and teachers. The theory, research, policy and practice in continuous professional development of EFL teachers in education generally have been studied by many scholars such as Broad, Timperley, Wilson, Barrar & Fung, Richards & Farrell, Lee who have investigated that continuous professional development has greater potential in teaching and learning. There are a number of factors that emphasize the need for continuous professional development of foreign language teachers (EFL):

- the use of exclusively the studied language in the classroom requires that teachers have good language training, a high level of proficiency in the foreign language being studied - speaking, listening, reading and writing;
- self-directed learning requires teachers to become intermediaries, consultants in learning;
- lack of qualified teachers of foreign languages;
- teachers should always be aware of new methods and technologies in the field of teaching methods of foreign languages;
- the ability to understand modern media in a foreign language, both oral and written;
- study and understanding of the cultural, social, political, historical and economic realities of the regions of the target language.

According to Lee, teacher's professional development along with the needs for ongoing renewal of professional skills and knowledge is seen as the cornerstone of teachers'

professionalism and quality. (Lee, 2011) Having this in mind, Johnson and Golombek (2011) conclude that teacher professional development is a key to improve the quality of student learning and the ultimate goal of any educational enterprise.

In English Language Teaching (ELT) context, some scholars (Chan, 2011; Karimi, 2011; Kasi, 2011; Lee, 2011; Wati, 2011; Meng and Tajaroensuk, 2013) investigated various programs concerning English as a Foreign Language (EFL) teacher professional development. They examined several effective approaches to teachers' involvement in professional development programs such as seminars, pre-service teachers programs, teachers training programs, workshops and other similar activities. Their findings suggest that it is necessary for the teachers, as professionals, to keep updated and at least to maintain their professionalism in responding to new educational paradigms and trends.

Conclusion

To sum up, educational reforms, continuous professional development are the phenomena that teachers of foreign languages have to train/update themselves in professional development programs such as seminars, pre-service teachers programs, teachers training programs, workshops and other similar activities. If the profession of a teacher of foreign languages is to provide high-quality teaching to students, it is necessary to keep up with the times, with the growing needs of modern society, it is necessary to maintain a high quality of training for teachers of foreign languages.

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МЕСТО И РОЛЬ ФИЗИЧЕСКОЙ КУЛЬТУРЫ В ОБЩЕЙ СИСТЕМЕ ВОСПИТАНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Муталова Дилноза Абдурашидовна
Тошкент вилояти Чирчиқ давлат педагогика институти

Резюме: В статье анализируется место и роль физической культуры в общей системе воспитания детей дошкольного возраста. Теория физического воспитания детей дошкольного возраста, имея единое содержание и предмет изучения с общей теорией физического воспитания, вместе с тем специально изучает закономерности управления развитием ребенка в процессе его воспитания и обучения.

Ключевые слова: теория физического воспитания, здоровья, дошкольное образование.

Ни в какой другой период жизни физическое воспитание не связано так тесно с общим воспитанием, как в первые шесть лет. В период дошкольного детства у ребенка закладываются основы здоровья, долголетия всесторонней двигательной подготовленности и гармонического физического развития. Болезненный, отстающий в физическом развитии ребенок быстрее утомляется, у него неустойчивое внимание, память. Эта общая слабость вызывает и самые различные расстройства в деятельности организма, не только ведет к понижению способности, но и расшатывает волю ребенка. Недаром выдающийся педагог В.А. Сухомлинский подчеркивал, что от здоровья, жизнерадостности детей зависит их духовная жизнь, мировоззрение, умственное развитие, прочность в знаниях, вера в свои силы. Поэтому крайне важно организовывать занятия физической культурой именно в детстве, что позволит организму накопить силы и обеспечить в дальнейшем всестороннее гармоническое развитие личности. В настоящее время в ряде детских учреждений работа по физическому воспитанию ведут организаторы физической подготовки. Но в большинстве дошкольных учреждений проведением занятий по физической культуре по-прежнему занимаются воспитатели.

Теория физического воспитания детей дошкольного возраста, имея единое содержание и предмет изучения с общей теорией физического воспитания, вместе с тем специально изучает закономерности управления развитием ребенка в процессе его воспитания и обучения.

Теория физического воспитания детей дошкольного возраста учитывает возможности работоспособности организма, возникающие интересы и потребности, формы наглядно-действенного, наглядно-образного и логического мышления, своеобразии преобладающего вида деятельности, в связи с развитием которой происходят главнейшие изменения в психике ребенка и подготавливается переход ребенка к новой высшей ступени его развития. В соответствии с этим теория физического воспитания детей разрабатывает содержания всех форм организации физического воспитания и оптимальные педагогические условия его реализации.

Познавая и учитывая закономерности потенциальных возможностей ребенка каждого возрастного периода, теория физического воспитания предусматривает требования научно обоснованной программы всего воспитательного-образовательного комплекса физического воспитания (двигательные умения и навыки, физические

качества, некоторые элементарные знания), усвоение которой обеспечивает детям необходимый уровень физической подготовленности для поступления в школу [1].

Превышения требований, ускорение темпа обучения детей, минуя промежуточные звенья программы, следует считать недопустимым, так как это вызывает непосильное напряжение организма, наносящие вред здоровью и нервно-психическому развитию детей. По этому поводу академик А.В. Запорожец предупреждает об опасной позиции сторонников так называемой искусственной акселерации, стремящихся неразумно использовать возможности маленького ребенка и путем сверххранного, максимально форсированного обучения доводить его как можно быстрее до высоких ступеней физического и духовного развития. Физическое воспитание в то же время комплексно решает задачи умственного, нравственного, эстетического и трудового воспитания [2]. Во всех формах организации физического воспитания детей (занятия, подвижные игры, самостоятельная двигательная активность и так далее) внимание воспитателя направляется на воспитание мыслящего, сознательно действующего в меру своих возрастных возможностей ребенка, успешно овладевающего двигательными навыками, умеющего ориентироваться в окружающем, активно преодолевать встречающиеся трудности, проявляющего стремление к творческим поискам. Теория физического воспитания детей дошкольного возраста непрерывно развивается и обогащается новыми знаниями, получаемыми в результате исследований, охватывающих многообразные стороны воспитания ребенка. Данные исследований, проверенные в массовой практике детских учреждений, вводятся в программы, учебные пособия, учебники и в практическую работу с детьми, содействуя прогрессу всего воспитательно-образовательного процесса. Таким образом, теория физического воспитания детей дошкольного возраста содействует совершенствованию всей системы физического воспитания [1].

Осуществлять физическое воспитание детей, это значит:

- Уметь анализировать и оценивать степень физического здоровья и двигательного развития детей;
- Формулировать задачи физического воспитания на определенный период (на пример, на учебный год) и определять первостепенные из них с учетом особенностей каждого из детей;
- Организовать процесс воспитания в определенной системе, выбирая наиболее целесообразные средства, формы и методы работы в конкретных условиях;
- Проектировать желаемый уровень конечного результата, предвидя трудности на пути к достижению целей;
- Сравнивать достигнутые результаты с исходными данными и поставленными задачами;
- Владеть самооценкой профессионального мастерства, постоянно совершенствуя его [5].

Установлена прямая зависимость между уровнем двигательной активности детей и их словарным запасом, развитием речи, мышлением. Под действием физических упражнений двигательная активность в организме возрастает синтез биологически активных соединений, которые улучшают сон, благоприятно влияют на настроение детей, повышают их умственную и физическую работоспособность.

Ребенок по своей природе готов постоянно двигаться, в движении он познает мир [4].

В процессе физического воспитания осуществляются оздоровительные, образовательные и воспитательные задачи.

Среди оздоровительных задач особое место занимает охрана жизни и укрепление здоровья детей, и всестороннее физическое развитие, совершенствование функций организма, повышение активности и общей работоспособности.

Учитывая специфику возраста, оздоровительные задачи определяются в более конкретной форме: помогать формированию изгиба позвоночника, развитию сводов стопы, укреплению связочно-суставного аппарата; способствовать развитию всех групп мышц, в особенности мышц-разгибателей; правильному соотношению частей тела; совершенствованию деятельности сердечно-сосудистой и дыхательной системы.

Кроме того, важно повышать общую работоспособность у детей учитывая особенности развития детского организма, задачи определяются в более конкретной форме: помогать правильному и своевременному окостенению, формированию изгибов позвоночника, способствовать правильному развитию терморегуляции. Совершенствовать деятельность центральной нервной системы: способствовать уравниваемости процессов возбуждения и торможения, их подвижности, а также совершенствованию двигательного анализатора, органов чувств.

Первые семь лет жизни ребенка характеризуются интенсивным развитием всех органов и систем. Ребенок рождается с определенными унаследованными биологическими свойствами, в том числе и типологическими особенностями основных нервных процессов (сила, уравновешенность и подвижность). Но эти особенности составляют лишь основу для дальнейшего физического и психического развития, а определяющим фактором с первых месяцев жизни является окружающая среда и воспитание ребенка. Поэтому очень важно создать такие условия и так организовать воспитание, чтобы было обеспечено бодрое, положительно эмоциональное состояние ребенка, полноценное физическое и психическое развитие [3].

Естественные силы природы могут использоваться и как самостоятельное средство. Вода применяется для очищения кожи, механического воздействия

Физические упражнения – основное специфическое средство физического воспитания, оказывающего на человека разностороннее воздействие. Они используются для решения задач физического воспитания: содействуют осуществлению умственного, трудового, а также являются средством лечения при многих заболеваниях [7].

Движения, физические упражнения считаются специфическим средством физического воспитания. Двигательная активность –биологическая потребность организма, от степени удовлетворения которой зависит здоровье детей, их физическое и общее развитие.

Чем скорее ребенок осознает необходимость своего непосредственного приобщения к богатствам физической культуры, тем скорее сформируется у него важная потребность, отражающая положительное отношение и интерес к физической стороне своей жизни.

Таким образом, обоснованный выбор содержания и методов развития физических качеств – важная сторона повышения эффективности физического воспитания.

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ТАЛАБА ҚИЗЛАРНИ ЖИСМОНАН ТЎҒРИ РИВОЖЛАНИШИДА ХАЛҚ ЎЙИНЛАРИНИНГ АҲАМИЯТИ

Наримбаева Лола Кузибаевна
Тошкент вилояти Чирчиқ давлат педагогика институти
Мактабгача таълим кафедраси ўқитувчиси

Резюме: Мақолада талаба қизларни жисмонан тўғри ривожланишида халқ ўйинларининг аҳамияти масаласи таҳлил қилинади. Зеро, халқ ўйинларга шарқ олимларининг берган фикрларида айтиладиги рухий, маънавий, биологик ва педагогик мослашиш механизмларини жисмоний юктамаларда аёллар организмнинг функционал имкониятларини белгилаб берувчи сифатлар шаклланади.

Таянч сўзлар: халқ ўйинлари, тезкорлик, чаққонлик, эгилувчанлик, куч, чидамлилиқ, жисмоний сифатлар.

Маданий меросимизнинг узвий ва ажралмас қисми бўлган, авлод-аждодларимизга асрлар мобайнида рух, жон ва соғлиқ ато этиб келган халқ ўйинларини тиклаш ва улардан самарали фойдаланиш-миллий қиёфамиз, маънавиятимиз ва қадриятимизни юксалтириш демакдир. Халқ ўйинлари янги соғлом авлодни шакллантиришда ҳам ўта муҳим ўрин тутгани учун биз уларни кўз қорачиғидек асрашимиз, эъзозлашимиз ва улардан оқилона фойдаланишимиз зарур.

Мустақиллик туфайли миллий қадриятлар-миллий онг, тарихий хотира, азалий анъаналар, диний эътиқодлар, халқ ижоди қаторида миллий ўйинлар ҳам жадал равишда тиклана бошлади. Ҳар бир тарихий давр ўз ўйинларини яратади ва бу ўйинлар ўз даври кишисини тарбиялашда муҳим ўрин тутди. Ўйинлар одамларда яшаш учун энг зарур бўлган сифатларни шакллантирибгина қолмай, балки уларни ҳар томонлама маънавий, ақлий, жисмоний ривожлантиришда аҳамиятли ҳам ҳисобланган [1].

Тарихий ўйинларни ўрганишда Маҳмуд Қошғарийнинг “Девону луғати турк” асари муҳим ўрин тутди. Бу луғатда халқ ўйинларининг 150 дан ортиқ турлари тилга олинади ва уларнинг 20 тасига таъриф берилади. Буюк Хоразм шоири Муҳаммад Ризо Огахий ўзининг ижодий фаолиятида халқ ўйинларига алоҳида аҳамият беради. Ўйинлардаги ақлий, рухий, нафосат, маънавият имкониятларини фаҳмлаган ҳолда, ўйин вақтида боланинг феъл-атворини тезроқ билиб олиш, унинг салбий ва ижобий сифатларини осонроқ аниқлаш, бемаъни қилиқларини бартараф этиш мумкин деган дидактик ҳулосага келади.

Ўйинлар халқ ҳаётининг муҳим қисми бўлганлигини Шарқ алломалари Фирдавсий, Беруний, Ибн Сино, Маҳмуд Қошғарий, Кайковус, Алишер Навоий, Бобур Мирзонинг асарларидан ҳам билса бўлади. Чунки Фирдавсий шоҳларга хос ўйинларни, Беруний қадимги халқлар ўйинларини, Ибн Сино - ўйиннинг шифобахш хусусиятларини, Маҳмуд Қошғарий - туркий халқларга оид кўплаб ўйин турларининг баёнини, Кайковус - ўйинларда қатнашиш одоби тўғрисида, Алишер Навоий - паҳловонлик каби ўйинларнинг бадиий ифодасини, Бобур ўйинлар завқи - шавқи ҳақида жиддий фикрларни изҳор этганлар.

Шарқ халқининг маънавияти, маданияти, урф-одатлари ва турли удумлари дostonларда, тасвирий санъат буюмлари, халқ оғзаки ижодидиётининг турли жанрларида миллий қадриятлар сифатида ифода топган. “Алпомиш”, “Қирқ қиз”, “Тўрўғли” туркумидаги ўнлаб дostonларда, “Манас”, “Шоҳнома” каби йирик асарларда

қадимги аждод ва авлодларимизнинг тўй-томошалар жангаворлик ҳолатлари, ёшларни тарбиялаш, меҳнат, касб-ҳунарлар, ақл-заковати тараннум этилган. Бу миллий қадриятлар маънавий-маърифий мерос бўлиб, авлоддан-авлодга ўтиб ўзининг мазмун ва шакллари тобора бойитиб, бизгача етиб келган [2].

Шуни келтириш лозимки, миллий маънавиятимиз мазмунида жисмоний тарбия асосий ўринлардан бирини эгаллаган, шундай экан, миллий спорт турларига ҳам эътиборни янада кўчатишимиз даркор. Миллий истиқлол ғояси ва мафқураси халқнинг асрий мақсадларини ифодалайдиган, ўтмиш ва келажакни бир-бири билан узвий боғлайдиган, унинг эзгу-истакларини амалга оширишга хизмат қиладиган ғоялар тизими бўлиб, асосан халқимизнинг асрлар давомида шаклланган юксак маънавияти. Анъана, удумлари ва аждодларимизнинг ўлмас меросидан озиқланади [3].

Спортнинг тарихи нечоғлик ўтмишга бой бўлмасин, бизгача етиб келган қўлёмалар, нодир асарлар ва обидалардан маълумки ҳаёт муҳим қадар бўлган ушбу, ижтимоий соҳанинг умри балки, ўша асарларнинг умридан зиёдроқдир. Европа халқлари спорт мусобақалари тарихини бевосита юнон мифологияси билан боғласа, Осиё халқлари ўзларининг эртагу-ривоятлари, афсоналари замирида яшаб келган мардлик, ижтимоий, қаҳрамонлик ғайрат каби хислатлар, паҳлавонлик, азаматлик ва баҳодирлик сингари фазилатларда мужассам этган. Бежиз эмаски, “Уч оғайни ботирлар”, “Маликаи Ҳуснибод” каби юзлаб эртақларда, “Алпомиш”, “Ойсулув” достонида мадҳ этилган қаҳрамонларни ўзида жо этмоққа шайланган не-не юрт ўғлонлари ва қизларнинг номи абадул-абад боқийдур.

Мамлакатимиз этно-психологиясига бир назар ташлайдиган бўлсак, халқ ҳаракатли ўйинлари ўзининг хилма-хиллига қарамасдан, умумий қонуниятларга бўйсинади. Шу билан бирга, мамлакатимиз мавжуд анъаналари, ишлаб чиқариш усуллари, халқнинг характери ва иқлим жараёнларига боғлиқдир. Ушбу ўйинлар болаларда ирода сифатларини шакллантиради, маънавий сифатларни, айниқса катталарга ҳурмат, жисмоний бақувватлик, соғлиқ, одиллик, мардлик, бир-бирига ўзаро ёрдам каби фазилатларни тарбиялашда муҳим восита бўлиб хизмат қилади. Ҳозирга қадар ўйналадиган халқ ҳаракатли ўйинлардан “Арғимчок”, “Арқон тортиш”, “Қирқ тош”, “Отиб қочар”, “Оқтеракми - кўк терак”, “Кўп тош”, “Оқ суяк”, “Бобил така”, “Эшак минди”, “Дўлки”, “Чиллик”, “Кес-кес” каби ўйинлар ўзбек халқ қадриятларнинг ажралмас қисмидир [4].

Халқ ҳаракатли ўйинларда ҳар бир халқнинг азалий қадриятлари, миллий анъана урф-одатлари ўз аксини топган бўлади. Шу жумладан, ўзбекона ўйинларда халқимизнинг кўп йиллар давомида тўплаган бой маданий мероси, болаларни жисмоний бақувват ва ақлан баркамол қилиб тарбиялашдек фақат ўзбекларгагина хос бўлган тарбиявий тамойилларимиз ўз аксини топган.

Халқ ҳаракатли ўйинларининг соғлом авлодни тарбиялашдаги аҳамияти ката экан ёшларни соғломлаштириш, умуминсоний қадриятларни ўрганиш ва сақлаш, ватанпарварлик, ўртоқлик ва дўстликни тарбиялаш, миллий урф-одатларимизни қадрлашга ўргатиб борар экан, мутахассисларимиз, тарбиячиларимиз қанча изланса оз [5].

Абдулла Авлонийнинг фикрича, соғлом фикр, яхши ахлоқ, илм-маърифатга эга бўлиш учун баданни ҳар томонлама тарбия қилиш зарур.

Қизларни жисмоний тарбиялашда халқ ҳаракатли ўйинлари ва миллий жисмоний тарбиямизни яна чуқурроқ тадбиқ қилиш шу куннинг долзарб муаммоси

ҳисобланади. Таълим тизимида жисмоний тарбия жараёнларини ташкил этиш ва бошқаришда, хусусан, жисмоний тарбия дарсларини ташкил этишда таълимнинг ноанъанавий усулларидадан фойдаланиш давр талаби бўлиб келмоқда.

Халқ педагогикасида қизларни ватанпарварлик, она юртга меҳр, садоқатлилик, меҳнатсеварлик, катталарни хурмат қилиш руҳида тарбиялашга катта аҳамият берилади. Халқ педагогикасида халқнинг улуғворлиги, кадр-қиммати меҳнатсеварлиги, эрксеварлиги ва дўстликка садоқати ҳам ифодаланган. Халқнинг энг яхши анъаналари инсонпарварликни, камтарликни меҳмондўстликни ва катталарга хурматни, асрлар давомида меҳнаткаш халқ орасида расм-русумга айланган ажойиб хислатларни ўзида гавдалантиради [6].

Мактабгача ёш даври қизларнинг ривожланишида муҳим босқич бўлиб ҳисобланади. Мана шу даврда қизларнинг саломатлигига, жисмоний ривожланишига ва ҳаракат маданиятига замин яратилади. Жисмоний машқларни танлаб олишда умуман боғча қизлари учун эмас, боғча ёшидаги қизларнинг аниқ гуруҳларини ҳисобга олиш лозим. Халқ ҳаракатли ўйинларини ташкил этган катта ёшдаги кишилар ҳам ўйинларнинг тартиб қоидаларига илк кундан эътибор бериши лозим. Бу қизларнинг тўғри, ростгўй, мард, жасур бўлиб тарбияланишларига ёрдамлашади. Халқ ҳаракатли ўйинлар ўсиб келаётган ёш авлоднинг тарбиясига ҳар томонлама таъсир этади.

Шунинг учун ҳам ўйин давомида уларга ростгўйликни, ўртоқларга, дўстона ўйин қилишни, рақибни енгиш ҳақидаги фикрларни тўғри тушунтириш керак. Қизларнинг жисмоний ҳаракатларга бўлган талабини халқ ҳаракатли ўйинлар қондириши мумкин, шунинг учун жисмоний тарбия дарслари билан бир қаторда жисмоний тарбия тадбирларида ҳам халқ ҳаракатли ўйинларидан самарали фойдаланиш мумкин. Бизга маълумки, халқ ҳаракатли ўйинларининг барчаси қизларни соғломлаштириш, жисмоний, маънавий ва ақлий ривожлантиришга қаратилган. Жисмоний тарбия дарсларида қизлар организмга ҳар тарафлама ижобий таъсир этувчи турли машқ ва халқ ҳаракатли ўйинлардан фойдаланиб бориш лозим. Ўқитувчи ҳар бир дарснинг аниқ вазифасини назарда тутиб, ана шу вазифани амалга оширишга ёрдам берадиган ўйинларни танлаши керак.

Қизларда жисмоний тарбия жараёни таъсирини ҳамда самарасини орттиришда халқ ҳаракатли ўйинларининг вазифаси биқиёсдир. Халқ ҳаракатли ўйинларимиз қизларнинг миллий қадриятларимизга маданий ва маънавий меросимизга муносабатларини шаклланишига ёрдам беради.

Замонавий ота-оналар оилада қизларни жисмоний тарбиялаш ва уларни спортга йўналтириш юзасидан кенг педагогик билимларга, тажрибаларга эга бўлиши керак. Бугунги қизларни ўз ҳолига ёки мактаб ихтиёрига ташлаб қўйиш оилада носоғлом қизларнинг ўсишига замин яратади ва бу ўз навбатида оила иқтисодига катта зарар келтиради. Ҳар бир ота-она қизларнинг келажагини аниқ тасаввур қилиши, уларни маълум касб ахлоқ қоидалари ва кишилиқнинг бошқа умумий маданият малакаларига ўргатиб бориши зарур.

Талаба қизларнинг жисмоний ҳаракатларига бўлган талабини халқ ҳаракатли ўйинлар қондириши мумкин. Шунинг учун жисмоний тарбия дарсларида халқ ҳаракатли ўйинларидан самарали фойдаланиш керак. Бизга маълумки, халқ ҳаракатли ўйинларининг барчаси фарзандларимизни соғломлаштириш, жисмоний, маънавий ва ақлий ривожлантиришга қаратилган.

Миллий халқ ўйинларидан дарс ва машғулотларда, тўғарак машғулотларида фойдаланиш, дарс жараёнида ўйинларнинг самарадорлигини ошириш, талаба-қизларимизни комил инсон ва жисмоний соғлом кадрлар бўлиб тарбияланишида муҳим аҳамиятга эга [7].

Буни қуйидаги жадвалда келтирилган халқ ҳаракатли ўйинлар ёрдамида амалга ошириш мумкин.

Жисмоний сифатларни тарбиялашда қўлланиладиган халқ ҳаракатли ўйинлар

№	Жисмоний сифатлар	Халқ ҳаракатли ўйинлари
1.	Тезкорлик	“Рўмолчани олмоқ”, “Отиб қочар”, “Хужум”, “Ким тезроқ”, “Тўпни ким олдин олади”, “Икки совуқ”, “Ким биринчи”, “Арғамчи билан югуриш”, “Тез югурувчилар”, “Мак-мак”, “Сичқон ва мушук”.
2.	Чаққонлик	“Копток ўйини”, “Қармоқча”, “Ким узоққа сакрайди”, “Отиб қочар”, “Хужум”, “Тўпни ким олдин олади”, “Тун ва кун”, “Дўнгдан – дўнгга сакраш”, “Арғамчи билан югуриш”, “Тутқич бермайдиган арқон” “Мак-мак”, “Сичқон ва мушук”.
3.	Эгилувчанлик	“Тўсиқ тагидан ўтиш”, “Картошкани экиш”, “Тутқич бермайдиган арқон”
4.	Куч	“Арқон тортиш”, “Ким узоққа сакрайди”, “Бўрон”, “Арғамчи билан югуриш”.
5.	Чидамлилик	“Тош ўйини”, “Мак-мак”, “Тўсиқ тагидан ўтиш”, “Отиб қочар”.

Талаба қизларнинг имкониятларини ва жисмоний тайёргарлик даражасини ҳисобга олиб, ҳар хил халқ ҳаракатли ўйинларидан фойдаланиш ёки ўйинларни ўзгартириш ва уларга қўшимчалар киритиш мумкин. Халқ ҳаракатли ўйинларнинг аҳамияти талаба қизларда муайян жисмоний сифатларни ҳосил қилиш ва уларни такомиллаштириш билан чекланмайди.

Ҳаракатли ўйинлар талабаларда интизомлилик, жамоада ўзини тута билиш ва ўз обрўси учун курашиш, ўртоқларига беғараз ёрдам бериш каби фазилатларни ҳам шакллантиради.

Халқ ҳаракатли ўйинларни ўтказиш жараёнида уларнинг бир хил бўлиб қолишига йўл қўймаслик керак. Акс ҳолда талабаларнинг ўйинга бўлган қизиқиши камайиб боради. Ўйин ўтказилгандан сўнг уларни талабалар билан биргаликда муҳокама қилиш кейинчалик шу ўйинлар такрорланаётган вақтда бошқарувчилик вазифасини энг фаол талабага топшириш мақсадга мувофиқдир.

Ўйинларни ўтказиш давомида ўқитувчи талаба қизларнинг хатоларини таъкидлаб туриши керак. Халқ ҳаракатли ўйинларининг кўпчилигини очиқ ҳавода ўтказишга ҳаракат қилиш лозимдир. Зеро, халқ ҳаракатли ўйинларидан дарс ва ўқув тўғарак машғулотларида самарали фойдаланиш талаба қизларини комил инсон ва жисмонан соғлом кадрлар бўлиб тарбияланишида муҳим аҳамиятга эга.

Халқ ҳаракатли ўйинларда турли-туман машғулот услублари ишлаб чиқилган. Бир вақтнинг ўзида ҳар томонлама (комплекс) тадқиқотларни олиб боришга жиддий

зарурият мавжуд. Улар асосида жисмоний тайёргарлигига эришишга ёрдам берадиган энг самарали ва оқилона услублар ажратиб олинади.

Талаба қизлар жисмоний тарбия машғулоти жараёнида уларнинг маҳорати ўсишини белгилаб берувчи сифатлар комплексига суяниш мақсадга мувофиқ. Уни қуйидагилар ташкил этади [8]:

- морфологик хусусиятлар (гавданинг тотал ўлчамлари, жисмоний ривожланиши ва функционал конституциянинг типологик хусусиятлари);
- организмнинг функционал тизимлари ҳолати;
- махсус жисмоний сифатларнинг ривожланиш даражаси ва махсус машғулот таъсирида уларнинг ўсиш суръатлари;
- олий асаб тизими хоссалари ва психологик хусусиятлари.

Қизларнинг гавда узунлиги туғилган пайтда ўғил болаларникидан кичикроқ, йиллик ўсиш шиддати ҳам бир мунча кам бўлади, бироқ қизлар ўғил болаларга қараганда туғилган пайтидан бошлаб, ўзларининг дефинитив ўлчамлари ва пропорцияларига кўпроқ жавоб берадилар. Кўпчилик олимларнинг фикрича гавданинг узунасига ўлчамлари ва унинг алоҳида сегментлари туғилган пайтдан бошлаб ҳамда кейинчалик нотекис ўзгариб боради [9]. Бу белгиларнинг тез ўсиши ва нисбатан секинлашиши даврлари мавжуд, бунинг устига, ўғил болаларда ва қизларда сенситив даврлар, улар нисбатан бир вақтда бошланишига қарамасдан бир-биридан фарқ қилади. Қизлар деярли 10 ёшгача гавда узунлигида ўғил болалардан бир мунча орқада қолади, кейин қизлар 3 йил давомида гавда узунлиги бўйича ўғил болалардан ўтиб кетадилар.

Демак, таҳлил натижасида шуни хулоса қилиш мумкин. Талаба қизларнинг машғулот жараёни жисмоний юкламаларни ўз ичига олади. Уларга мослашиш – жуда мураккаб ҳодиса. Организмнинг шиддатли машғулот ва мусобақа фаолиятига мослашиш жараёнида функционал захираларни сафарбар эта олиш қобилияти етакчи омил ҳисобланади. Ҳозирги пайтда аёллар тайёргарлиги муаммоси асосан учта ўзаро боғлиқ бўлган йўналишни ўз ичига олади; ижтимоий – психологик (рухий), тиббий, биологик ва педагогик. Физиологлар жисмоний тайёргарлик жараёнини оптималлаштириш мақсадида аёллар организмнинг мослашиш механизмларини тадқиқ қилаётган катта жисмоний юкламаларда организмнинг функционал имкониятларини белгилаб берувчи кўрсаткичларини ўрганадилар.

Педагогика нуқтаий назаридан талаба қизлар фақат қадимий халқ ҳаракатли ўйинларини эмас, балки ҳозирги босқичга мос халқ ҳаракатли ўйинларининг хусусиятларини ҳам билиши зарурлигини кўрсатиш мумкин.

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МАКТАБГАЧА ТА’ЛИМ МУАССАСАЛАРИДА РАҲБАРЛИК ҚИЛИШ ВА ТАШКИЛ ETISHNING ZAMONAVIY USULLARI

Nosirova Ra’no Xamidovna
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta’lim kafedrası o’qituvchisi
Xalimova Odina Dilshod qizi, Maktabgacha ta’lim I kurs 20/3 guruh

***Rezyume:** Maqolada maktabgacha ta’lim muassasalarida rahbarlik qilish va tashkil etishning zamonaviy usullari yoritilgan.*

***Tayanch so’zlar:** maktabgacha ta’lim, rahbar, zamonaviy usullar, uzluksiz ta’lim.*

Maktabgacha ta’lim muassasasi uzluksiz ta’lim tizimining birinchi bosqichi, maktabgacha ta’lim Davlat jamoat tizimining asosiy bo’g’ini, jamiyatning eng muhim ijtimoiy bo’limidir. Maktabgacha ta’lim muassasalari maktabgacha ta’lim yoshidagi bolalarni tarbiyalash va rivojlantirishda, ularni maktabga tayyorlashda yetakchi rol o’ynaydi.

Maktabgacha ta’lim muassasalari oila va jamiyatning bolalarga g’amxo’rlik qilish, milliy hamda mintaqa xususiyatlarini hisobga olgan holda bolalarni har tomonlama barkamol qilib tarbiyalash va rivojlantirishga bo’lgan ehtiyojni qondirish maqsadida tashkil etiladi. Muassasalar mustaqil ravishda, o’z tashabbusi bilano’z faoliyatiga taalluqli, agar ular qonunchilikka va pedagogik prinsip-larga mone’lik qilmasa har qanday qaror qabul qilishga haqlidir.

Maktabgacha ta’lim muassasalari tarbiyaviy-ta’limiy ishlar sifati, bolalar va otaonalar huquqiga jamiyat hamda Davlat manfaatlariga rioya qilish uchun mas’uldir.

Maktabgacha ta’lim muassasasi o’z dasturi va metodikasini ishlilab chiqish hamda amaliy faoliyatida qo’llash huquqiga ega. Ularning tasdiqlangan tartibio’zbekiston Respublikasi Xalq ta’limi vazirligi tomonidan belgilanadi. Maktabgacha ta’lim muassasasi tarbiyachisi bolalarni tarbiyalash va o’qitish bo’yicha qo’llanmalarni hamda metodikani erkin tanlash huquqiga ega.

Maxsus ahamiyatga molik maktabgacha ta’lim muassasalarini tashkil qilish va rivojlantirishda nuqsoni bo’lgan bolalar uchun yangi tipdagi, yo’nalishdagi maktabgacha ta’lim muassasalarini tuzish respublika xalq ta’limini boshqarish va sog’liqni saqlash organlari tomonidan belgilanadi.

Maxsus ahamiyatga molik maktabgacha ta’lim muassasalarida ish xususiyati, ularga qabul qilish qoidalari, bolalarga ta’lim berish va ularni tarbiyalashni tashkil qilish tartibio’zbekiston Respublikasi Xalq ta’limi vazirligi hamda o’zbekiston Respublikasi Sog’liqni saqlash vazirligi tomonidan tasdiqlangan tegishli yo’riqnomalar bilan aniqlanadi.

Mudira maktabgacha ta’lim muassasasining tashkilotchisi, rahbari, malakali pedagog, uning faoliyati maktabgacha ta’lim yoshidagi bolalarni komil inson qilib tarbiyalash vazifalarini to’la-qonli hal etishga qaratilgan. U bolalar muassasalaridagi ta’lim-tarbiyaviy, pedagogik va gigiyenik talablar muvofiq ravishda amalga oshirilishi uchun zarur shart-sharoitlarni ta’minlaydi. o’z jamoasida ishchanlik, maqsadga qaratilgan inoqlik vaziyatini yaratadi. Ularga umumiy rahbarlik qiladi. Mudirao’z ishida davlatimiz va Xalq ta’limi vazirligi tomonidan qabul qilingan qaror, qonunlarga amal qiladi va o’z ustida ijodiy ravishda

ishlashni amalga oshiradi. Yuksak onglilik va siyosiy yetuklik, prinsiplilik, o'ziga va qo'l ostidagilarga talabchanlik, mudiraga qo'yiladigan asosiy talablardir.

Jamoadagi o'zaro to'g'ri munosabatlar, har bir xodimning mehnat va ishlab chiqarish intizomiga rioya qilishini nazorat qiladi. Rahbarlik mavqeyi mudirani o'z g'oyaviy, ma'naviy-ma'rifiy, siyosiy-huquqiy saviyasini va mutaxassislik mahoratini doimo ongli ravishda oshirishga, pedagogik bilimlarni, bolalarga ta'lim-tarbiya berish nazariyasi va amaliyotini puxta egallashiga, hozirgi bosqichda maktabgacha ta'lim oldida turgan vazifalarni bilishga, o'z bilimlaridan faoliyatida foydalanishga majbur etadi. U dastur, metodik, instruktivme'yoriy hujjatlarni puxtabilishi va amal qilishi kerak. U pedagogik jarayonning mohiyatini chuqur bilishi, kam-chiliklarni darhol bartaraf qilish choralari ko'rishini lozim.

Maktabgacha ta'lim muassasasi mudirasi xalq ta'limini bosh-qarish bo'limlari tomonidan oliy ma'lumotga va 5 yildan kam bo'lmagan ish tajriga ega shaxslardan tayinlanadi. Maktabgacha ta'lim muassasasida kadrlarni tanlash, joyjoyiga qo'yish, tarbiyalash bo'yicha ishni mehnat jamoasi, maktabgacha ta'lim muassasasi kengashining faol ishtirokida amalga oshiradi. Maktabgacha ta'lim muassasasi rahbarlari kadrlarning kasb mahoratini, umu-miy ta'lim mahoratini va madaniy darajasini muntazamo'stirib borishiga g'amxo'rlik qiladi, xodimlar malakasini hisobga olgan holda va maktabgacha ta'lim muassasasi manfaatlaridan kelib chiqib, ularni tartibli va o'z vaqtida joydan-joyga ko'chirib turilishini ta'minlaydi.

Maktabgacha ta'lim muassasasida kadrlar rezervini shakllantirib, ular bilan doimiy ish olib boradi. Mudira bolalar bog'chasining butun faoliyatiga, bolalar bog'chasini obodonlashtirish, ko'kalam-zorlashtirish ishlariga rahbarlik qiladi. Smeta bo'yicha xarajatlarni to'g'ri taqsimlash, muassasani oziq-ovqat mahsulotlari bilan ta'minlash tartibini to'g'ri tashkil etish, bog'chani rejadagi bolalar bilan to'ldirish, ta'lim-tarbiya dasturining bajarilishi uchun javobgar, yozgi sog'lomlashtirish ishlari, pedagogik va xizmat ko'rsatuvchi xodimlarning bilimi, ishga nisbatan munosabati, ularning mala-kasini oshirish ishlari bo'yicha bosh rahbardir.

Mudira bolalar hayotini saqlash, muhofaza qilish uchun bolalar muassasasida to'g'ri kun tartibi, shart-sharoit yaratadi. Sanitariya va gigiyena qoidalarining bajarilishini nazorat qiladi, yong'inga qarshi tadbirlarni o'tkazadi. Qishga vitamanga boy oziq-ovqat mahsulotlarini g'amlaydi. Bog'cha xodimlarini o'z vaqtida oylik maosh bilan ta'minlaydi. Ish yuritishni qattiq nazorat qiladi. Faol xodimlarni rag'batlantiradi. Bolalar bog'chasida o'tkaziladigan joriy va kapital ta'mirga bosh rahbardir. Xo'jalik mudiri, ombor mudiri, kir yuvuvchi, bog'bon, duradgor, farrosh, qorovul, elektrik, santexnik, haydovchi bilan yakkama-yakka suhbato'tkazadi. Ularning ishlari ustidan qat'iy nazorat tashkil etadi.

Tashkiliy-pedagogik jarayonlarga quyidagilar kiradi:

- 1) bayram ertaliklarini o'tkazish va rahbarlik;
- 2) ochiq tadbirlarni tashkil etish va rahbarlik qilish, ochiq tadbirlar va pedagogik jarayonlarni jamoa bo'lib kuzatish va tahlil qilish. Masalan, ochiq mashg'ulot, sayrlarni kuzatish;
- 3) xalq ta'limi bo'limlari tomonidan berilgan topshiriq asosida tajtiyachi va bolalarni ko'rik-tanlovlarga qatnashtirish, yil tarbiya-chisi, san'at bayrami, sport bayramlarini o'tkazish.

Mudiraning talim-tarbiyaviy jarayonlarga rahbarligi quyidagilarda namoyon bo'ladi:

- a) har bir guruhda ta'lim-tarbiyaviy reja asosidagi ishlarni kuzatish va tahlil

qilish, tarbiyachining ish hujjatlarini o'rganish va tahlil qilish: guruhning ta'limtarbiyaviy ish rejasi, tashxis daf-tari, bular —o'tkazilgan ishlarning hisobotidir.

b) guruhning jihozlanishini nazorat qilish, bunda guruhlarga qarab burchaklar soni takomillashib boradi

Mudira kvartalda bir marta umumiy ota-onalar majlisini tashkil etadi. Majlisni ota-onalar qo'mitasining raisi olib boradi yoki yor-dam beradi. Mudira 1 haftada 3 marta ota-onalarni qabul qiladi. Bunda ota-onalar tomonidan ba'zi bir muammo, kamchiliklar, bolalar tarbiyasiga oid muammolar hal etiladi.

Mudiraning jamoatchilik va mahalla qo'mitasi bilan ish usul-lari quyidagi tarzda amalga oshiriladi:

1. Ota-onalar va jamoatchilik uchun anjumanlarni o'tkazish.
2. Ota-onalar universitetlari tashkil qilish.

Unda oila markazidan vakil, yetuk olimlar, xalq ta'limi bo'limi xodimlari va barcha ota-onalar ishtirok etadilar. Ota-onalar universitetining asosiy maqsadi oila va bolalar tarbiyasi masalalarini o'rganish va kamchiliklarni, muammolarni hal etishdan iborat. Mudira maktab bilan aloqao'r-natib 1 yilga mo'ljallangan reja asosida ish ko'radi. Bunda bog'chaning asosiy vazifalari, maktab tomonidan amalga oshirila-digan tadbiriy choralar, bolani maktab ta'limiga tayyorlash, lotin alifbosini o'rgatish ishlari amalga oshiriladi. Bunda mudira va maktab direktorining vazifalari belgilanadi.

Mudiraning ma'muriy xo'jalik faoliyati bu reja asosida konting bo'yicha bolalarni joylashtirish, «Uchinchi ming yillikning bolasi» dasturining bajarilishi ustidan nazorat qilish, maktabgacha ta'lim tizimida belgilangan xarajatlarni o'z vaqtida joy-joyiga qo'yib ish-latishni tashkil etish, bolalarni ovqatlantirishni to'g'ri tashkil etish, yozgi sog'lomlashtirish mavsumlarini tashkil etish, xizmat qiluvchi xodimlarni to'g'ri joylashtirish va ishlash malakalarini oshirish, mehnatni ilmiy asosda tashkil etishdan iborat.

Mudira bog'chani kerakli texnikaviy va xo'jalik materiallari bilan muntazam ravishda ta'minlab turishi, binoni jihozlar bilan (qattiq va yumshoq inventarlar) jihozlashi, binoni o'z vaqtida ta'mirlashi va o'quv-ko'rgazmali qurollar bilan to'ldirib borishi, turli yosh guruhi uchun dasturiy-metodik hujjatlarda tavsiya etilgan (ularni fiziologik, aqliy, axloqiy, mehnat, estetik tarbiyalash maqsadida) bolalar badiiy adabiyoti va pedagogik adabiyotlar bilan ta'minlashi, bolalar maydonchasi va yer uchastkasini to'g'ri, rejali jihozlashi, kadrlarni joylashtirishda ularni bolalar bilan ishlash stajiga qarab, xodimlarning individual xususiyatlarini hisobga olishi, shifokor bilan birgalikda tibbiy ishlarini nazorat qilishi va bolalarni tizimli tibbiy ko'rikdano'tkazishi kerak.

Maktabgacha ta'lim muassasasining mudirasi amaldagi qo'nunchilik doirasida maktabgacha ta'lim muassasasi pedagogik xodimlari va ma'muriyatini ularning kasb-kor va mansab faoliyat-lariga asossiz aralashuvga chek qo'yuvchi zarur choralar ko'radi, maktabgacha ta'lim muassasasi jamoasiga nisbatan ma'muriy-buyruqbozlik urinishlariga, uning mustaqilligini cheklovchi buyruqlarga chek qo'yadi, shu masalalar bo'yicha tegishli organlarga murojaat qiladi.

Mudira ishonch qog'ozisiz maktabgacha ta'lim muassasasi no-midan harakat qiladi, barcha shirkat va jamoat korxonalari, muassasalarva tashkilotlarda uning manfaatini himoya qiladi, kreditlar tarqatadi; shartnomalartuzadi, ishonch qog'ozlarini beradi, bank-larda hisob va boshqa schyotlarini ochadi, u maktabgacha ta'lim muassasasi uchun zarur bo'lgan jihozlar va boshqa moddiy resurslarni xohlagan korxonalaridan, tashkilotlardan, shirkatlardan va ayrim

shaxslardan naqd pulga yoki pulo'tkazish yo'li bilan ijaraga olish va buyurtma berish huquqiga ega.

Mudira maktabgacha ta'lim muassasasi huquqi doirasida buyruq chiqaradi, ko'rsatma beradi. Bu buyruq va ko'rsatmalar mak-tabgacha ta'lim muassasasining barcha xodimlari uchun majbu-riydir. Tarbiyachi-metodist, katta meditsina hamshirasi, xo'jalik mudiriningo'z huquqlari doirasida bergan ko'rsatmalari barcha xodimlar uchun majburiydir.

Maktabgacha ta'lim muassasasining shaxsiy tarkibi quyida-gilardan iborat:

ma'muriy guruh (mudira, tarbiyachi-metodist, xo'jalik mudiri, katta meditsina hamshirasi), pedagogika, meditsina xizmati ko'rsatish tarmoqlari xodimlari. Maktabgacha ta'lim muas-sasasi ma'muriyati har bir tarkibiy birlikka tegishli moddiy re-surslarni biriktiradi.

Mehnat jamoasi vakolatini amalga oshirishning asosiy shakli umumiy yig'ilishidir. Maktabgacha ta'lim muassasasintng umumiy yig'ilishi:

-maktabgacha ta'lim muassasalari to'g'risida Nizom asosidao'zining har bir Ustavini (Ustav deyiladi) ko'rib chiqadi va qabul qiladi;

-maktabgacha ta'lim muassasasi kengashini tuzish zaruriyatini aniqlaydi, kengash tarkibini va uning raisini saylaydi;

-yillik va istiqbol rejalarini muhokama qiladi ya tasdiqlaydi, uning bajarilishi haqida ma'muriyat hisobotini eshitadi, pe-dagogik va xizmat ko'rsatish mehnatining samaradorligini oshirish yoilarini belgilaydi;

-jamoat shartnomasini muhokama qiladi va kasaba uyushmasi qo'mitasiga taqdim etadi.

Maktabgacha ta'lim muassasalari kadrlarining lavozimi huquqlari va majburiyatlari, ularning boshqaruv vakolatlari va vazifalario'z-bekiston Respublikasining qonun hujjatlari, tegishli me'yoriy huj-jatlar, ta'lim muassasasi Nizomi bilan belgilanadi.

Maktabgacha ta'lim muassasasi mudirasi xalq ta'limi boshqaruv organlari tomonidan oliy maiumotga ega va besh yildan kam bo'l-magan pedagogik stajga ega bo'lgan shaxslardan tayinlanadi.

Maktabgacha ta'lim muassasasida kadrlarni tanlash, joy-joyiga qo'yish, tarbiyalash bo'yicha ishni ma'muriyat, mehnat jamoasi, maktabgacha ta'lim muassasasi kengashining faol ishtirokida amalga oshiradi. Kadrlarni tanlash chog'ida maktabgacha ta'lim muassasasi rahbario'zbekiston Respublikasi Prezidenti huzuridagi Vazirlar Mahkamasining 1991-yil 3-avgustdagi 205-sonli qaroriga, maktab-gacha ta'lim muassasasi Ustaviga amal qiladi. Bunda da'vogarlarining shaxsiy sifatleri va tanlagan sohaga moyilliklari inobatga olinadi.

Maktabgacha ta'lim muassasasi ma'muriyati jamoat tashkilotlari bilan hamkorlikdao'z-o'zini boshqaruv asosida bolalarni tarbiyalashda yuksak natijalarga erishishga qodir boigan turg'un mehnat jamoasini shakllantiradi; kadrlarni pedagogik va xizmat ko'rsatish mehnati samaradorligini oshirish ruhida tarbiyalaydi,o'z jamoasi, tanlagan kasbi uchun faxrlanish hissini shakllantiradi.

Maktabgacha ta'lim muassasasi rahbarlari kadrlarning kasb mahoratini, umumiy ta'lim mahoratini, umumiy ta'lim va madaniy darajasini muntazamo'stirib borishga g'amxo'rlik qiladi; xodimlar malakasini hisobga olgan holda va maktabgacha ta'lim muassasasi manfaatlaridan kelib chiqib, ularni tartibli vao'z vaqtidajoydan-joyga ko'chirib turilishini ta'minlaydi. Bu maqsadlar uchun ma'-muriyat ruhiy-pedagogiko'qitishning huquqiy va iqtisodiy uyg'unlanishini ta'minlaydi; xodimlar malakasini oshirishga bevosita mak-tabgacha ta'lim muassasasida shart-sharoit yaratadi, murabbiylik harakatini rivojlantiradi;

mamlakatda va chet ellarda pedagogik va boshqa fanlar erishgan yutuqlar haqida axborot beradi.

Ma'muriyat jamoat tashkilotlari bilan birgalikda maktabgacha ta'lim muassasalari xodimlarini attestatsiyadano'tkazish uchun optimal shartsharoitlarni ta'minlaydi, ulargao'z vaqtida zarur metodik yordam ko'rsatadi. Maktabgacha ta'lim muassasasida kadrlar zaxirasi shakllantirilib, ular bilan ish olib boriladi. Ta'lim-tarbiyaviy ishlar samaradorligini oshirish maqsadida, umumiy yig'ilish qarori bilan, maktabgacha ta'lim muassasasida yangi pedagogik texnologiyalarni amalda qo'llash ishlari amalga oshiriladi.

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MAKTABGACHA YOSHDAGI BOLALARNI MAKTAB TA'LIMIGA TAYYORLASHNING AHAMIYATI

Nosirova Ra'no Xamidovna
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrası o'qituvchisi

Rezyume: Maktabdagi majburiy ta'lim bolaga ma'lum talablarni qo'yadi. Ma'lumki, bola ta'lim-tarbiyaviy muassasaning talablarini bajara oladigan rivojlanish darajasiga yetishi kerak, faqat shundagina bolani maktabga berish mumkin. Bu jarayonda tarbiyalanuvchini maktab ta'limiga tayyorlash muhim ahamiyat kasb etadi, shu sababdam maqolada maktabgacha yoshdagi bolalarni maktab ta'limiga tayyorlashning ahamiyati o'rganilgan.

Tayanch so'zlar: bola, ta'lim, tarbiya, shaxs, rivojlanishi, maktabgacha ta'lim, majburiy ta'lim.

Har qanday pedagog hech qanday vositalardan foydalanmay, bolani maktabga tayyorgarligini aniqlay oladi. Ba'zi ota-onalar ham bola qanchalik sog'lom, chaqqon, mustaqil, aqlli, o'qishga tayyor ekanligini taxminan bilishadi.

MTM tarbiyachilari har bir bolaning maktabga tayyorgarligini to'g'ri aniqlashda yetarli pedagogik, texnologik bilim va tajribalarga ega bo'lishlari kerak, bunda ular MTMda ta'lim va tarbiya dasturi talablariga tayanishlari kerak. Agar maktabgacha davrda bola normal rivojlangan bo'lsa, uning jismoniy va aqliy rivojlanishiga hech qanday kuchli ta'sirlar bo'lmagan bo'lsa, unda bola yetti yoshda ta'lim olish darajasiga yetadi.

Ammo ba'zi oilalar va bog'chada maktabga tayyor bo'lmagan bolalar ham uchraydi. Bunday bolalar mutaxassis nazoratida maxsus tekshiruvdan o'tishadi va o'qishga tayyorgarligi darajasi haqida mutaxassis xulosa chiqaradi. Bolaning o'yinqaroqligi, mustaqil bo'la olmasligi, his-tuyg'u va ijtimoiy rivojlanishining juda past darajaliligi uning maktabga tayyor bo'lishiga to'siq bo'ladi. Bunday bolalar o'rtoqlari va tengdoshlari orasida o'z o'rnini topa olmaydilar.

Maktabda uzoq muddat ota-ona g'amxo'rligisiz boigani sababli, bola o'z yoshiga mos his-tuyg'u va iroda mustahkamligiga ega bo'lishi, o'z xulqini nazorat qila olishi kerak. Agar o'quvchi o'qishga ijobiy yondashsa, o'qishni xohlab, intilsa, ta'limdagi bosh-lang'ich qiyinchiliklarni tezroq va osonroq bartaraf etadi. Irodali bolish bolaga barcha maktab vazifalarini doimiy va muvaffaqiyatli bajarishida muhim ahamiyatga ega.

Bilim va ijtimoiy hayot qonun-qoidalariga rioya qilish, xarakter ijobiy jihatlarining shakllanganligi bolaga boshqa bolalar bilan muloqotda, sinfdoshlar bilan do'stona munosabato'rnatishda va jamoada faol ishtirok etishida juda katta yordam beradi. Bolaning maktabga umumiy tayyorgarligi deganda uning har tomonlama rivojlanganligi tushuniladi. Biror tomonining rivojlan-magani, zaifligi

(aqliy, his-tuyg'uli, irodaviy yoki amaliy) mak-tabdao'zlashtirmaslikning sabablaridan bo'lishi mumkin.

Shu bilan birgalikda, bolalar birinchi sinfda o'quv fanlarning (o'qish, yozuv, matematika) mazmunio'zlashtirish uchun maxsus bilim, malaka va ko'nikmalarga ega bo'lishlari kerak. Masalan, matematikani o'qitishda o'qituvchi bola narsalarning rangi, shakli, katta-kichikligi, sonini ajrata biladi deb hisoblaydi, yozuvni o'rganishda esa bola yozuv va rasm qurollarini to'g'ri ishlata olishiga, grafik mashqlarni bajara olishiga tayanadi. Shu kabi

bilim, malaka va ko'nikmalar maktabga maxsus tayyor-garlikni tashkil etadi. Umumiy va maxsus tayyorgarlik bir-biriga zid kelmaydi. Maktab fanlarinio'zlashtirishda bolaning maxsus tayyorgarligi umumiy tayyorgarlikdan kelib chiqadi, unga mos keladi, tayanadi.

Bola shaxsini rivojlantirishda ma'lum bir tomoniga (asosan, aqliy) kuchli yo'naltirish berishga alohida e'tibor berish kerak. Kattalar har doim shuni esda tutishlari kerakki, bolani tezlash-tirilgan, jadal o'qitish zarur hisoblanadi.

Maktabgacha davr inson shaxsini shakllantirishda juda katta ahamiyatga ega. Agar shaxsni har tarafmama shakllantirishda ay-nan shu yoshdagi qulay sharoitlar qo'llanilmasa, rivojlanish to'xtab qolishi mumkin yoki chetlanishlarini bartaraf etish nihoyatda og'ir kechadi.

7 yosh-bola yangi sharoitga tezo'rganadigan vao'qish jarayonida muvaffaqiyatli ishtirok etadigan davr hisoblanadi. Y.A. Kamenskiy bola hayotining yettinchi yilini bekorchilikda buzilib ketmaslik uchun maktabda o'qishni boshlaydigan vaqt deb hisoblagan. Bolaning ona maktabida 5-6 yil ta'lim-tarbiya olishini (bolaning oiladagi tarbiyasi nazarada tutilgan) u yetarli va optimal muhlat deb hisoblagan.

Maktabga tayyor bo'lgan bola jismoniy chiniqqan, har qanday ob-havoda uzoq vaqt yura oladi, asosiy harakat malakalariga ega, uo'zining harakatlarini nazorat qila oladi, tozalikka rioya qiladi.

Bola bilimining rivojlanganligi uning jamiyat va tabiatdagi vo-qeahodisalami tushunib yetishi, kuzatish qobiliyati, hodisalami to'g'ri nomlashi bilan aniqlanadi. Bola o'z fikrlarini ifoda eta bilishi kerak, ijodiy va mustaqil fikrlay olishi, aniq ko'rgazma materialga tayanib, masalalarni yecha bilishi kerak. 6-7 yoshli bola oiladan tashqarida hamo'zini dadil tutishi kerak. Shakllangan madaniy ko'nikmalari o'z tengdoshlari bilan munosabatlar o'rnatishiga yordam beradi.

Bola mustaqil kiyinishni, ovqat yeyishni, narsalarini toza va tartibli saqlashni o'rganishi kerak. Bola kattalar mehnatining muhimligini tushunishi va hurmat qilishi kerak. Har qanday ishga ijobiy yondashib, uni diqqat, e'tibor bilan vaqtida bajarishi lozim.

Bolada estetik idrokni shakllantirish, o'zining yoshiga mos badiiy asarlarga qiziqish uyg'otish, yon-atrofni estetik jihatdan bezatishiga intilishini rivojlantirish kerak. Bola musiqa, adabiy so'z, rasmlarning chiroyini sezishnio'rganishi, ashula aytish, rasm chizish, yasash, topishmoqlar, laparlar, tez aytishlar, maqollar, ertaklami bilishi va aytib berishi, kitoblami avaylashni bilishi kerak.

Maktabga tayyor bo'lmagan bolaning qabul qilishi bola shaxsi-ning rivojlanishiga har tomonlama yomon ta'sir etadi. o'qish-dagio'zlashtira olmasliklar bolada o'qishga nisbatan salbiy munosabat tug'diradi. Uning jismoniy va ruhiy sog'lig'i ham xavf ostida. Ularda nevroz belgilari paydo bo'lishi mumkin: uyquning buzilishi, siydik ushlay olmaslik, bosh og'riqlari va bosh-qalar. Tarbiyasida ham qiyinchiliklar paydo bo'la boshlaydi: bola qanday bo'lmasinga ziga diqqate'tiborni qaratmoqchi bo'ladi, yomon harakatlar qila boshlaydi. Agar bolaning tayyor emasligini vaqtida aniqlansa, bunday hollarning oldini olish mumkin bo'ladi.

Bolaning maktabga tayyorligini turli sohadagi mutaxassislar aniqlay oladilar. Bolalar shifokori bolani tekshirib, somatik rivojlanishini aniqlaydi, agar ma'lum bir jismoniy, ruhiy kamchiligi bo'lsa, uni ruhiy-pedagogik tekshiruvga yuboradi. Ma'lum bir nuqsonlarga ega bo'lgan bolalar maxsus maktabga yuboriladi. 1 sentabrga qadar 7 yoshga to'lmagan, bolalar bog'chasiga bormagan, pedagogik qoloq, nutq kamchiliklari, jismoniy rivojlanish kamchiliklari bo'lgan bolalarni maxsus konsultatsiyalar, boshlang'ich sinfo'qituvchilari tekshirib beradilar.

Tuman ruhiy-pedagogik konsultatsiyalarida bolaning mak-tabga tayyorgarligini har tomonlama aniqlashadi. Ular ta'lim-tarbiyadagi qiyinchiliklarni bartaraf etishda profilaktik va kor-reksion usullarni tavsiya etadilar, tarbiya sohasiga oid maslahatlar beradilar. Bular bilan birga tuman mahalla qo'mitalari faol ishtirok etadilar. Bola tarbiyasiga salbiy ta'sir etadigan ota-onalar bilan mahalla qo'mitalari va boshqa ijtimoiy tashkilotlar ishlashadi.

Tuman ruhiy-pedagogik konsultatsiyalarida bolalarning maktabga tayyorligini aniqlashda psixologik testlardan foydalanadi.

Testlarni mazmun jihatdan 2 guruhga bo'lish mumkin:

1. o'qish jarayonida ishtirok etadigan alohida psixologik to-monlarning shakllanish darajasini aniqlaydigan testlar.

2. Maktabga umumiy tayyorgarlikni tekshiradigan testlar.

Konsultantlar bolani ota-onalar oldida tekshiruvdano'tka-zadilar. So'ngra tekshiruvlar natijalari asosida quyidagi chora-larni maslahat beradilar: umumta'lim maktabining 1-sinfiga yozish o'qishni 1 yilga qoldirish;

d) bolani bog'cha yoki maktab qoshidagi maxsus sinfga yozdirish;

e) bolani maxsus maktabga yozdirish.

Konsultatsiyalarning xulosasi asosida mahalla qo'mitalarining maktab bo'limlari bola qayerdao'qishini hal qilishadi. Agar bola 7 yoshga to'lib, ammo uning sog'lig'i yaxshi bo'lmasa, unda tekshiruvlar natijasiga ko'ra o'qish 1 yilga qoldiriladi. 1 yildan so'ng, bola qaytadan maxsus tekshiruvdan o'tadi va qayerda o'qishi hal qilinadi.

Agar bola tarbiyasida ishtirok etadigan shaxslar unga alohida e'tibor ajratishsa, uning har tomonlama rivojlanishiga yaxshi sharoit yaratib berishsa, yordam berishsa, o'qishdan qolgan muh-lat ijobiy natija beradi.

o'qishdan qolgan bolalar bilan ishlashda tarbiyachilar uchun hozircha maxsus dasturlar ishlab chiqilmagan. Pedagoglar bun-day bolalar bilan mavjud bo'lgan Maktabgacha ta'lim muassa-sasida ta'lim va tarbiya dasturi bo'yicha ishlashmoqda, faqat ularga ko'proq e'tibor ajratadilar.

Maktabdao'qishnio'zlashtira olmaydigan bolalar uchun max-sus sinflar ochiladi. Bunday sinfdao'qishni vaqtinchao'zlashtira olmaydigan, normal intellektga ega bo'lgan bolalar o'qiydilar. o'qishdagi qoloqlikni individual mashg'ulotlar, alohida parvarish va maxsus kurs tartibi yordamida bartaraf etish mumkin.

Maktabga umumiy va maxsus tayyorgarlik ko'rishga jiddiy talablar qo'yilgan, shuning uchun bolani maktabga doimiy ravishda tayyorlash kerak. Tayyorgarlik o'z-o'zidan, avtomatik tarzda paydo bo'ladi. Faqat maqsadga yo'naltirilgan va uzoq muddatga mo'ljallangan tarbiya jarayoni bolani maktabga yaxshi tayyorlanishiga olib keladi.

Bolani qachon va qancha tayyorlash kerakligi haqida kattalar orasida turli fikrlar mavjud. Ko'pchilik ota-ona va tarbiyachilar 3 yoshdan boshlab, 1-sinfga bir yil qolgungacha tayyorlashni ku-chaytirish kerak deb hisoblashadi. Ammo boshqalar faqat mak-tabdan oldingi bir yil davomida tayyorgarlik qilish kerak deb ay-tishadi. Ba'zi ota-onalar bola bog'chaga borishi bilan maktabga tayyorgarlik boshlanadi, debo'ylashadi.

Maktab hayotiga bolani kim tayyorlashi kerak? Bog'cha tar-biyachilari bolani maktabga tayyorlash butun bog'cha davrida amalga oshishi kerakligini tushunishadi va dastur talablariga bi-noan uni amalga oshirishadi. Lekin aynan maktabga borishdan avval ular tayyorgarlikka alohida diqqat-e'tiborini qaratishadi: talaffuzdagi kamchiliklarni bartaraf etishadi, bilimlarni bir sistemaga solishadi, qo'llaming mayda harakatini rivojlantirishadi va hokazo.

Y.A. Kamenskiyo'zining «Onalar maktabi» kitobining mak-tabga tayyorlash bobida yozishicha, barcha insonlar bajaradigan ishlar, ma'lum bir tayyorgarlikni talab qiladi. Ota-onalar shunio'ylab,o'z bolalarini maktabga tayyorlashadi. Maktabga har tomonlama tayyorgarlikdan tashqari, Kamenskiy ota-onalar uchun quyidagi vazifalarni ko'rsatadi:

1. Bolalarda maktabga borganda,o'z tengdoshlari bilano'qi-gan vao'ynaganda xursandchilik hissini tug'dirish.

2.Bolalarga maktabdagi ta'limning mohiyatini tushuntirish, ularni maktabdagi faoliyat turlari bilan tanishtirish.

3. Bolalarda bo'lajako'qituvchilarga nisbatan hurmat va ishonchni shakllantirish.

Hozirda ota-onalar bolalarni maktabga qanday tayyorlashmoqda. Otaonalarning ko'pchiligi maktabda yaxshio'qish-ning shartlaridan biri shaxsning umumiy rivojlanishi deb hisob-lashadi. Ammo, bolaning aqliy rivojlanishi eng asosiysi deb bi-lishadi, shuning uchun mashg'ulotlarda bilim, nutq, tafakkur va xotirani rviojlantirishga harakat qiladilar. Keyingio'ringa bo-laningo'qish va yozish malakalarini rivojlantirishni qo'yishadi, yodlatishadi, suhbatlashishadi, birgalikda mantiqiyoyinlaro'y-nashadi. Gohida mehnat, sport, ashula yoki raqs bilan shug'ullantirishadi.

Xulosa qilib aytganda, bolani maktabga tayyorlashda maktabgacha ta'lim muassasalari tarbiyachilari bilan ota-onalarning hamkorlikda ish yuritishi ijobiy natija beradi.

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MAKTABGACHA TA'LIM MUASSASALARIDA IQTISODIY TARBIYA BERISHDA SHARQ MUTAFAKKIRLARI FIKRLARIDAN FOYDALANISH XUSUSIYATLARI

Abdullayeva Maryambibi Jumaniyazovna
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrası o'qituvchisi
Dadaboyev Isabek Jonibek o'g'li
Ismatullayeva Nilufar Izzatilla qizi

***Rezyume:** Maqolada maktabgacha ta'lim muassasalarida iqtisodiy tarbiya berishda sharq mutafakkirlari fikrlaridan foydalanish ahamiyati yoritilgan.*

***Tayanch so'zlar:** iqtisod, tarbiya, ta'lim, bolalar, vatanparvar, tabiat, maktabgacha ta'lim muassasa, mutafakkirlar.*

Kattalarga hurmat ila munosabatda bo'lish tarixga bo'lgan hurmat, ehtiromning bir qirrasidir. Unut bo'lgan tariximizni tiklash, payhon bo'lgan zaminimizni poklash, kelajak avlodga ajdodlarimizdan qolgan merosimizni esomon yetkazish - har bir insonning, vatanparvar, xalqparvar, tarixparvar insonlarning ham qarzi, ham farzidir.

Vatan tuyg'usi kichkina odam ko'z o'ngida ko'rayotgan narsadan qoyil qolishidan, uni hayratlantiradigan va qalbida aks-sado beradigan narsalardan boshlanadi.

Kattalarning vazifasi - bola oladigan ko'plab taassurotlardan unga eng tushunarli bo'lganlarini: eng yaqin kishilari, jonajon o'lka tabiati va hayvonot dunyosi, kishilarning xalq farovonligi, vatanning gullab-yashnashi yo'lidagi mehnati, o'r-toqlik, o'zaro yordam va boshqalarni tanlab berishdan iboratdir.

Xo'sh, maktabgacha tarbiya yoshidagi bolaning tushunchasiga nima ko'proq mos keladi va nima uni qiziqtirishi va hayajonlantirishi mumkin?

Dastavval, bu u tug'ilgan va yashayotgan joylardir. Jonajon ona tabiat vatanga muhabbatni tarbiyalashning kuchli omillaridan hisoblanadi. Uning go'zalligi bilan zavqlanish, tabiat dunyosiga ehtiyotkorona munosabatda bo'lishdan, inson mehnatining tabiatdagi o'zgartiruvchilik rolini tushunishigacha

- bularning hammasi jonajon o'lkaga muhabbatni shakllantirishning manbalaridir. Bolalikda jonajon tabiat haqida hosil qilingan yorqin taassurotlar inson xotirasida bir umrga saqlanib qoladi, chunki uning obrazlarida vatan o'z ifodasini topgan bo'ladi. Odam vatanga bo'lgan muhabbatini o'zi tug'ilgan va o'sgan oilasi, bolalar bog'chasi va maktabi, bolalar bilan o'ynagan o'yinlari va joylari bilan bog'laydi.

Vatanga muhabbatni tarbiyalash. Vatanga muhabbat eng chuqur ijtimoiy hislardan biridir. Bizning davlatimizda Vatanga muhabbat hissi baynalmilalchilik hissi bilan uyg'unlashib ketadi. Vatanga muhabbat hissi maktabgacha tarbiya yoshidagi bolalarda kattalar tomonidan bolalarning ruhiy taraqqiyotini va ular tafakkurining aniq va obrazlilikini e'tiborga olgan holda ma'lum izchillik bilan tarbiyalab boriladi. Shuning uchun bu yoshdagi bolalarda vatanga muhabbat hissinu ularga yaqin va tanish bo'lgan aniq faktlar, yorqin misollar orqali tarbiyalab boriladi. Tarbiyachilar bolalarda o'z oilasiga, uyiga, bolalar bog'chasiga va bolalarni o'rab turgan tevarak-atrofga mehr-muhabbatni va ularga sodiq bo'lishni tarbiyalayotib, eng muhim ijtimoiy his bo'lgan vatanga muhabbatni tarbiyalab boradi.

Maktabgacha yoshidagi bolalar tevarak-atrofdagi voqea, hodisalarning faqat tashqi belgilarini anglab oladilar. Ular Hayit, Navro'z bayramini hamma kishilar shodiyonalik, bilan

kutib olishlarini ko‘radilar, bundan juda zavqlanadilar, ammo buning saboblari, natijalari bilan qiziqmaydilar. Masalan:

Mehnat kilsang, ko‘ksing tog‘,

Hurmat qilsang, diling bog‘. Mehnatli non - shakar, Mehnatsiz non - zahar.

Mehnat baxt keltirar. Mehnat qilib topganing, Qandu asal totganing.

Bu maqollar orqali dono xalqimiz mehnatni ulug‘laydi uning samarasi haqida fikr yuritadi. O‘zbek bolalar yozuvchi va shoirlari ham kattalar mehnatning mazmunini yoritib berganlar.

Yuqorida aytganlarimizdan ko‘rinib turibdiki, mehnat har qanday moddiy va ma‘naviy boyliklarning asosiy manbal shu bilan birga shaxsni har tomonlama kamol toptirishnin; muhim vositasidir. Mehnat jarayonida insoniy hislatlarnin faol namoyon bo‘lishi uchun eng qulay sharoitlar yaratadi va har bir kishida ma‘naviy qoniqish hosil qiladi.

Har bir bola maktabgacha tarbiya yoshidan boshlab mehnatga ishtirok etishi zarur. Bolalar bog‘chasida, oilada bajariladigan uncha murakkab bo‘lmagan har bir topshiriq o‘king kundalik vazifasiga aylanishi kerak.

Bola mehnatning ahamiyati va mohiyatini tushunib yetishl uchun pedagog kattalarning mehnati, bolalarning o‘zlari bajaradigan mehnat turlarini kuzatyash yuzasidan ekskursiyalar uyushtiradi.

Bolalar quruvchilarning mehnatini kuzatishyapti, deylik. Qurilish maydonchasiga katta-katta bloklar keltirilib, ular ko‘tarma kran bilan tushiriladi. Keyin bolalar g‘isht teruvchilar, duradgorlar, suvoqchilar, tom yopuvchilar, bo‘yoqchilar mehnatini kuzatadilar.

Bolalarning qurilish bilan tanishish davomida bilib olgan barcha tasavvur va tushunchalari, ularning ko‘zi oldida ajoyib bino bunyod etgan kishilar mehnatining go‘zalligi namoyon bo‘ladi.

Mana, tarbiyachi bolalar diqqatini chinni buyumlarga gul sotuvchi kishilar mehnatiga jalb etadi.

Tarbiyachi bolalarga jonajon shahar, qishloqdagi eng chi-royli ko‘chalarni, maydonlarni, binolarni, bog‘larni ko‘rsatadi. Ko‘chalar, maydonlar, xiyobonlarning nomi shahar yoki qishloqning tarjimai holini, xalqning o‘tmishini anglati-shini tushuntiradi. Bu nomlar buyuk olimlar, sarkardalar, yozuvchilar, xalq e‘zozlagan boshqa kishilar sharafiga qo‘yilganini tushuntiradi.

Pedagog kichik guruhdan boshlab bolalarda jonajon o‘lka tabiatiga muhabbat uyg‘otishi, uning go‘zalligini his etish qobiliyatini tarbiyalashi, uning boyliklarini saqlash va ko‘paytirish istagini uyg‘otib borishi lozim. Buning uchun u bolalar bilan bog‘larga, polizga, issiqxonalarga, paxta dalasiga, gulzorga, daryoga, pillaxonalarga, tovuqxona, fermalarga sayr-ekskursiyalar uyushtiradi.

U o‘zbek va boshqa millat yozuvchi-shoirlarining tabiat haqidagi she‘r va qo‘shiqlaridan, buyuk rassomlarning rasmlaridan foydalanadi. Tarbiyachi bolalarni jumhuriyatimizning boshqa nohiya va qishloqlari, shaharlari, undagi ijtimoiy hayot bilan tanishtiradi. Bolalar kitob, hikoya, kinofilmlardan bepoyon vatanimiz xalqlari, ularning hayoti va mehnati, o‘lkamiz boyliklari to‘g‘risida tasavvurga ega bo‘ladilar.

Tarbiyachi «Vatan», «Bizning shahar», «O‘zbekistonning poytaxti- Toshkent», «Qishlog‘imizning eng yaxshi kishilari», «Shahrimizning eng yaxshi kishilari» va shunga o‘xshash mavzular bo‘yicha kitob va rasmlar tanlaydi, turli albomlar, papkalar tayyorlab, bolalar bilan olib boradigan ta‘lim-tarbiyaviy ishida foydalanadi.

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МАКТАБГАЧА ТА'ЛИМ ТИЗИМИДА МА'НАВИЙ ҚАДРИЯТЛАР АҲАМИЯТИ

Abdullayev Abduqayum Abdulxayevich
Toshkent viloyati Chirchiq davlat pedagogika instituti
Maktabgacha ta'lim kafedrası mudiri dotsent

***Rezyume:** Bugungi globallashuv jarayoni intellektual salohiyat, kuchli bilimga ega bo'lgan mutaxassislarni tayyorlashni taqozo etadi. Ma'lumki, har qanday ta'lim muayyan ijtimoiy buyurtma asosiga quriladi hamda ana shu buyurtmadan kelib chiqqan holda uning mazmuni, maqsad va vazifalari belgilanadi. Shu ma'noda maktabgacha ta'lim tizimida ham sog'lom avlod tarbiyasi muhim ahamiyat kasb etmoqda. Maqolada ushbu tizimdagi amalga oshirilayotgan islohatlar yoritilgan hamda maktabgacha ta'lim tizimida ma'naviy qadriyatlarini singdirish amaliyoti tahlil qilingan.*

***Tayanch so'zlar:** maktabgacha ta'lim tizimi, qadriyatlar, sog'lom avlod tarbiyasi, globallashuv jarayoni, fan va ma'daniyat rivojlanishi.*

Har bir ijtimoiy tuzum kelajagi, insoniyat istiqboli, kishilarning hayoti va turmush darajasi fan va ma'daniyat taraqqiyoti bilan bevosita bog'liqdir. Fan va ma'daniyat rivojlanishi ta'lim-tarbiya ishlarining qay darajada olib borilishidan kelib chiqadi. Bu falsafiy aqida davlat ahamiyatiga ega bo'lgan ijtimoiy qonuniyat hisoblanadi. Ma'lumki, maktabgacha yoshdagi bolaning ongiga singdirilgan bilim va ma'naviy qadriyatlar uning kelgusidagi hayotini belgilab berishi sababli o'zaro va oiladagi munosabatlar, yaqin kishilarga g'amxo'rlik qilish, bola tarbiyasida milliy tarbiya usullari va zamonaviy pedagoglarning ilg'or yutuqlaridan samarali foydalanish, uyg'un rivojlangan bola shaxsini shakllantirishda muhim ahamiyatga ega.

O'zbekiston Respublikasi Prezidenti Sh.Mirziyoev ta'kidlaganidek "Insoniyat yaratgan bebaho madaniyat durdonalari eng avvalo har qaysi millatning folklor san'atida mujassam topgani hammamizga yaxshi ma'lum. Folklor san'ati, ta'bir joiz bo'lsa, bu – insoniyatning bolalik qo'shig'idir"¹⁵.

Bizning fikrimizcha, maktabgacha yoshdagi bolalarni vatanparvar, insonparvar, mehnatsevar, ma'nan yetuk, axloqan yuksak insonlar bo'lib voyaga yetishi ko'p jihatdan oilada va maktabgacha ta'lim tashkilotida ularga berilgan mana shu bolalik qo'shig'i bo'lgan folklor asarlaridan ta'lim-tarbiya tizimida samarali foydalanishga bog'liqdir.

Bu O'zbekiston Respublikasi Prezidentining «Ma'naviy-ma'rifiy ishlar samaradorligini oshirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida» 2019 yil 3 maydagi PQ-4307-son qarori ijrosini ta'minlash, shuningdek, yoshlarni mustaqil hayotga dunyoqarashi keng, faol fuqarolar etib tarbiyalash maqsadida qabul qilingan "Uzluksiz ma'naviy tarbiya konsepsiyasi"da ham o'z aksini topgan¹⁶.

Konsepsiyaning beshinchi bobida aynan maktabgacha ta'lim tizimida uzluksiz ma'naviy tarbiyani amalga oshirish, bu davrdan boshlab bolalarda ijobiy xulq motivlarini, «O'zbekiston - mening Vatanim!» tuyg'usini shakllantirish, ularda davlat ramzlariga hurmat hissini tarbiyalash, o'g'il bolalarda mardlik, shijoat, milliy g'urur, qat'iyat, tadbirkorlik, oriyat, qiz bolalarda ibo, hayo, qanoat, mehnatsevarlik kabi ma'naviy-axloqiy fazilatlarini shakllantirishda «Bola aziz, odobi undan aziz» mavzuida ertak, matal, afsona, doston, maqollardan foydalanib MTT tarbiyachi-pedagoglari va ota-onalar uchun alohida uslubiy ishlanmalar ishlab chiqish va amaliyotga tatbiq etish bugungi kunning muhim vazifalaridan biri sifatida belgilab berildi.

MTMda yosh davri bolalariga beriladigan ma'naviy-axloqiy tarbiya bevosita M.Koshg'ariy, U.Kaykovus, A.N.Forobiy, al-Xorazmiy, Abu Ali Ibn Sino, A.Navoiy kabi sharq mutafakkirlarimizning nodir asarlarida keltirilgan alla, ertak, maqol, topishmoqlarga va xalq tilidan yozib olingan xalq og'zaki ijodi namunalariga ustuvorlik berish asosida singdirilishi yoritib berilgan.

Maktabgacha ta'lim muassasasining "Ilk qadam" Davlat o'quv dasturida belgilanganidek, o'quv-tarbiyaviy jarayonning maqsadi bolalarda umumiy asosiy kompetensiyalar va rivojlanish sohalari kompetensiyalarini shakllantirish uchun tegishli sharoitlar yaratishdan iborat. Mazkur hujjatda maktabgacha yoshdagi (6-7 yosh) bolaning umumiy muhim 4ta kompetensiyasi aks ettirilgan: kommunikativ kompetensiya – muloqot vositalaridan turli vaziyatlarda foydalana bilish; o'yin kompetensiyasi – bolaning o'yin

¹⁵Ўзбекистон Республикаси Президенти Ш.Мирзиёевнинг халқаро бахшичилик санъати фестивали очилишига бағишланган тантанали маросимдаги нутқи // Халқ сўзи. –Тошкент, 2019. 7 апрель. – № 68.

¹⁶ Ўзбекистон Республикаси Президентининг «Маънавий-маърифий ишлар самарадорлигини ошириш бўйича қўшимча чора-тадбирлар тўғрисида» 2019 йил 3 майдаги ПҚ-4307-сон қарори.

jarayoni va uni tashkil qilishda tajriba, bilim va ko'nikmalardan ijodiy foydalanish, u o'quv-tarbiyaviy jarayon uchun asos hisoblanadi; ijtimoiy kompetensiya – hayotiy vaziyatlarda kattalar va tengdoshlari bilan muloqotda axloq qoidalari va me'yorlariga rioya qilgan holda o'zini tutish; bilish kompetensiyasi – atrof olamni ongli idrok qilish va olingan bilim, ko'nikma, malaka va qadriyatlardan o'quv va amaliy vazifalarni bajarish uchun foydalanish.

Maktabgacha yoshdagi bolalarning ijtimoiy kompetensiya – hayotiy vaziyatlarda kattalar va tengdoshlari bilan muloqotda axloq qoidalari va me'yorlarini xalq og'zaki ijodi namunalari vositasida egallab borishi to'g'risida qat'iy xulosaga kelingan. Maktabgacha davridan boshlab bolalarda yuksak ma'naviy-axloqiy fazilatlarni shakllantirish ko'p bosqichli va murakkab jarayon bo'lib, bu jarayon texnologik yondoshuvni talab qiladi. Xalq og'zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalash tizimini interaktiv texnologiyalari asosida takomillashtirish mumkin.

Interaktiv texnologiyalarning eng e'tiborli tomoni shundaki, u orqali bolalarda dastlabki odob-axloq ko'nikmalarini, kommunikativlik, kreativ fikrlash, liderlik sifatlarini shakllantirishga xizmat qiladi.

Maktabgacha yoshdagi bolalarga ma'naviy-axloqiy tarbiya berishga innovatsion yondashuv imkoniyati tarbiya jarayonining o'zida uning ko'p omilliligi – ko'p omillar ta'siriga uchrashi, natijalarning tez namoyon bo'lmashligi, tarbiyachi faoliyatining (bevosita yoki bilvosita) yo'naltirilganligi, ko'p bosqichlilik bilan bog'liq ravishda mujassamdir. Ko'p bosqichlilik tarbiyalanuvchining u yoki bu sifat haqidagi tasavvur darajasidan tushunchaga va keyinroq o'zlashtirilganlariga muvofiq harakat qilish ko'nikmasini shakllantirish va to'g'ri xulq-atvor odatlarini shakllantirishga o'tish bilan tavsiflanadi.

Xalq og'zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarni ma'naviy-axloqiy tarbiyalashni takomillashtirish texnologiyasining quyidagi to'rt bosqichi ko'rsatib o'tilgan.

1. Motivatsion bosqich – tarbiyalanuvchilarning yosh va individual xususiyatlarini hisobga olgan holda, yuksak ma'naviy-axloqiy fazilatlar bilan yo'g'rilgan xalq og'zaki ijodi namunalarni tinglashga qiziqish, ehtiyoj va istakni qaror toptrishga qaratilgan jarayon.

2. Mazmun bosqichi – xalq og'zaki ijodi namunalari vositasida maktabgacha yoshdagi bolalarda shakllantirilishi lozim bo'lgan ma'naviy-axloqiy fazilatlarga doir tasavvur, tushuncha va bilimlar majmuini ishlab chiqish.

3. Faoliyatli bosqich – maktabgacha yoshdagi bolalarda xalq og'zaki ijodi namunalari vositasida shakllantirilishi lozim bo'lgan ma'naviy-axloqiy fazilatlarga doir aniq vaziyatlar, faoliyat shakllarini yaratish orqali ularni amaliy faoliyatga jalb etish.

4. Qadriyatli bosqich – maktabgacha yoshdagi bolalar tomonidan egallangan ma'naviy-axloqiy fazilatlarni qadriyatga aylantirish, ularda mustahkam e'tiqodni shakllantirish maqsadida tashkil etiluvchi jarayon hisoblanadi.

Demak, yuqoridagi tahlillardan shun xulosa qilish mumkinki ta'lim sohasida olib borilayotgan islohotlarning bosh maqsadi yoshlarni barkamol avlod sifatida tarbiyalashga qaratilganligidir. Yuksak ma'naviyatli, chuqur bilimli, mustaqil, teran fikrlaydigan, dunyoqarashi keng, ruhan tetik va sog'lom, axloqan yetuk fazilatlarga ega bo'lgan avlodni tarbiyalash esa asrlar davomida doim maktabgacha ta'lim tizimida o'qituvchi-pedagoglarning zimmasidagi asosiy mas'uliyatli vazifalardan hisoblanadi. Maktabgacha ta'lim uzluksiz ta'lim tizimining eng muhim va murakkab bo'g'ini hisoblanadi. Bolalar bu bosqichda elementar o'qish va yozish, hisoblash va tabiat bilan tanishish, o'zligini anglash, jamiyatdagi voqelikka idroki darajasida munosabat bildirish olish, mustaqil fikrlash kabi ko'nikma va malakalarni

egallashga muvaffaq bo'ladilar. Bu jarayonda sog'lom avlod tarbiyasida ma'naviy qadriyatlarning o'rni beqiyosdir.

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PRE-SCHOOL EDUCATION CHARACTERISTICS AND FUNCTIONAL PURPOSE

Abduramanova Diana Valeryevna
Lecturer of the Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** The emergence and development of pedagogy as a science is associated with the practical need of society to study and generalize the historical experience of preparing new generations to participate in the production of material and spiritual values. Modern pedagogy is a special area of the science of human education at all age stages of its development. Each science has its own subject, i.e. she studies a certain area of reality. For pedagogy, such an area of reality is education. She studies the essence of upbringing, its deep internal mechanisms, the relationship with the development of the personality and the external conditions of its existence. Therefore, the most basic concept of pedagogy is education, all other concepts concretize and expand it.*

***Key words:** pre-school education, modern pedagogy, characteristics and functional purpose, education.*

The content of upbringing is understood as a system of knowledge, skills, skills, methods of activity, relationships, qualities and personality traits that the younger generation must master in accordance with the goals and objectives. It follows from this definition that the content of upbringing reflects its goal and objectives, is aimed at their optimal achievement and ensures the readiness of the forming personality for optimal entry into society. The content of upbringing is focused on the development of the individual in accordance with the requirements that are imposed on a person by society, the state and the world as a whole at this historical stage of its development.

Pedagogy as a science has always sought to theoretically streamline a huge variety of methods of education. This problem in the theory of education is called the classification of methods of education. Any classification of upbringing methods is based on a certain criterion, i.e. the main feature, the basis on which the methods are grouped and isolated.

We have determined the methods by which educational activities are carried out.

1. Methods by which a feeling of joy, a positive emotional mood, self-confidence is aroused: the method of joyful perspective is joyful events that await a person and people who are significant to him in the near future; the method of passion for fun - humor always helps to overcome difficulties, optimism creates a major mood in life; the method of encouragement and praise - this method arouses in the child a sense of joy from what has been done, faith in himself and the desire to do even better through approval (facial expressions, gestures, glances, words); the method of self-observation of one's emotions is a method by which a child can understand under the influence of what reasons a particular emotion or feeling arises. This is necessary to maintain a positive emotional outlook in life.

2. Methods of physical recovery of the child: the method of the optimal mode of life; the method of gradualness - teaching the child to be consistent and deliberate in order to avoid an intermittent lifestyle leading to diseases; method of physical exercise and sports; the method of recreation is to ensure a calm rest of the body.

3. Methods of the child's mental health: the method of extinguishing negative experiences - a way of "thinking through" such emotions as resentment, shame, hatred, anger, fear, guilt, determining the causes of their occurrence and, as a result, extinguishing negative emotions; a method for eliminating bad habits; a method of developing good habits and positive character traits; relaxation method - a way to relax the body in order to calm down, create inner comfort.

4. Methods associated with supporting the emotional and moral sphere of the child: passion for a good deed; passion for the heroic - passion for moral deeds in the name of people, the Motherland. This method arouses a sense of pride, respect for one's history, fosters courage, the ability to calmly and firmly endure difficulties; method of tradition - creative use of positive experience; passion for the beautiful - a feeling of aesthetic joy is aroused, the desire to learn about the beauty of nature, people, cultural monuments, and to protect it; passion for the mysterious - a feeling of curiosity is aroused, a desire to learn the secrets of the world and the universe, spirituality, religion, culture; personal example is a way of developing positive qualities on the personal example of a teacher.

5. Methods of strengthening a sense of responsibility: trust - develops faith in oneself; request - an appeal to a child for help in order to get them pleasure from an independently performed act; conversation-reflection - discussion of issues aimed at finding and making each participant a moral decision; lecture - the educator reveals the meaning of moral concepts; assignment - an appeal to a child with a task of a creative nature, giving him the right to choose the ways to solve it.

6. Methods by which the child's will is strengthened: reminder; doubt (this method arouses a feeling of dissatisfaction with oneself and there is a desire to correct their mistakes, to become better); reaching agreement with oneself is a method by which a feeling of tolerance for internal disagreement is achieved and a desire arises to correct character traits; achieving harmony with the environment is a method of protection from irritation and troubles caused by the natural, clothing, human environment by mastering the methods of cyanogenic thinking.

7. The method of cooperation (organization of joint activities in which a pessimist teenager could be successful and show his best qualities), the method of compassion (creation of an emotionally rich space that is personally significant for the child, for example, helping homeless animals and discussing this problem with the children), the method of co-creation (to help the child to see the beautiful, to participate in joint creative activities).

Summing up, we can conclude that the methods of education are methods of pedagogical influence on children, aimed at achieving the tasks of education. Therefore, a modern teacher should be imbued with the idea that raising a child is a collective matter, caring for successful results requires unity (coordination of approaches to education, its content, methods of implementation) of the forces of all interested adults.

With the help of methods of upbringing and development of children, their behavior is corrected, personality traits are formed, the experience of their activities, communication and relationships is enriched.

Education methods are aimed at the holistic development and education of the individual. Therefore, it is natural that in the upbringing process with the help of upbringing methods, the teacher, influencing the availability, provides for the development and upbringing not of individual qualities, abilities and skills, but the integral formation of the personality.

The effectiveness of upbringing methods increases if they are used in the process of organized various activities of the child, since only in activity is the formation and development of certain personality traits and skills possible.

The methods of education are used in unity, in interconnection. It is impossible, for example, to use the method of encouragement without applying the method of persuasion (explanation, conversation, example).

In this case, teachers select methods, focusing on the patterns inherent in a specially organized educational process.

All methods of education are addressed to the personality of the pupil. But if educational influences are not accepted by the child and do not become an internal stimulus for his behavior, then we can talk about individual work, about the selection of methods that correspond to the peculiarities of upbringing, the organization of special pedagogical situations.

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DEVELOPING EDUCATION SYSTEM OF PRESCHOOL CHILDREN

Abduramanova Diana Valeryevna
Lecturer of the Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** In the history of human learning (as in education) arose from the need to preserve and pass on available experience to the younger generation, preparing it, so for independent living. In recent years, the teaching language is increasingly included the concept of "teaching education"; "Educate training", emphasizes the unity of education and training of personality formation.*

***Key words:** preschool education, upbringing, training, knowledge system formation, personality formation.*

Education is aimed at forming a system of values, ways of social behavior. For training, the priority is the formation of a system of knowledge, skills, methods of cognitive and practical activity.

Since training affects the entire life of the student: it ensures the assimilation of knowledge, abilities, skills, experience of creative activity, an emotional and evaluative attitude to the world, to oneself, it plays the role of a system-forming factor.

Teaching is a teacher's professional activity aimed at transferring knowledge, abilities and skills to students. As we can see, the main goal of training is the transfer of knowledge, skills and abilities. But depending on the educational work, there may be goals for the general development of the child without claims to a programmatic nature (performed in conditions of play, work, individual communication, etc.).

But along with general goals, there are goals that are more specific, directing educational work in a certain direction. It is necessary to improve, for example, the speech development of the child, to expand the orientation in the environment, to develop the child musically. In order for these specific requirements to be fulfilled, children need to be educated through setting goals for solving a specific problem.

From the various relationships between the child and adults, an activity that we will call learning or learning activity can be isolated and formed at this stage. A characteristic of this activity is the child's assimilation of knowledge and skills.

At the senior preschool age, the child forms the following elements of educational activity:

- the ability to determine the goal of the upcoming activity and ways to achieve it, to achieve results;
- self-control, which manifests itself when comparing the result obtained with a sample, a standard;
- the ability to exercise arbitrary control over the course of activities in the process of obtaining intermediate results;
- the ability to plan an activity, focusing on its result.

The activity of a teacher (teaching) is aimed at organizing the process of active assimilation of knowledge, skills, and abilities. Here, preliminary preparation of the lesson is important (planning, provision of material and object equipment, creation of a favorable emotional environment).

The principle of awareness of the learning process is close to the principle of consciousness and activity in learning. It suggests the need for the child to develop a reflective position: how did I know that I did not know, how I thought before, why I was wrong, etc. If a child understands what and why he made a mistake, what is still not possible, he takes the first step on the path to self-education. And the teacher will help him to take the next steps, encouraging, advancing success, and providing concrete assistance.

In the learning process, the joint activity of the teacher and the trainees is carried out in a certain order and in the established mode, in other words, it is clothed in a specific form. Historically, there were 3 forms of training organization: individual, group, (with a subgroup), frontal (with the whole group).

Each of the forms is distinguished by its specificity, which is expressed in the didactic goal, in the degree of independence of children, in the ratio of collective and individual work, in the features of pedagogical leadership.

The individual form of training organization contains many positive factors. The teacher has the ability to determine the task, content, methods and means of teaching according to the level of development of the child, taking into account the pace of assimilation of the material, the characteristics of mental processes, etc.

With each child in the group, the teacher periodically conducts an individual lesson of a control and diagnostic nature in order to identify the level of his exposure, while identifying problems in the assimilation of knowledge and skills. This is necessary to adjust the further education of children.

Group forms of training assumes that classes are conducted with a subgroup of no more than 6 people. The basis for recruiting can be personal sympathies, the commonality of their interests, but in no case coincidence in the levels of development. Each subgroup should have children with different levels of development, then the "strong" will become "beacons" for those who are often referred to as lagging behind. Providing such interaction of children in the educational process is the main function of the group form of education.

Frontal classes are also necessary in a modern preschool environment. Their content can be artistic activities. In these classes, the effect of "emotional influences of empathy" is

important, which leads to an increase in mental activity, encourages the child to self-expression.

Teaching children is not limited to classes. Moreover, a child acquires a significant part of knowledge and skills without special training, in everyday communication with adults, peers, in the course of games, observations. Therefore, the teacher's task is to help the child acquire full knowledge outside of class.

In modern life, the problem of realizing the responsibility of adults to children is acquiring special relevance. Education is viewed as an integral form of pedagogical activity, including a system of interrelated tasks, content, forms of its organization, as well as the intended results, and the form of its organization determines the stability of the learning process, in which the leading role belongs to the adult. The harmony of the inner and outer world is possible in the conditions of the unity of the world of adults and children, the community of their being. The main task of the teacher is to create conditions that ensure the entry of children into a new world of adults and peers. He needs to be guided by the inner world of the child, which he has already developed. And only on the basis of this experience is harmonization possible, which means their normal development. It should be remembered that there is not only a culture of adults, but also a culture of children. Only by studying and understanding it, it is possible to provide children with a normal life and development.

The significance of the peculiarities of the educational activity of the preschooler, the foundations of the theory of learning, the principles, methods and forms of organizing the learning process, will help the teacher build his work in such a way that it stimulates the development of each child in accordance not only with age, but also with individual capabilities.

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TEACHING AND ORGANIZATION USING MUSIC IN PRESCHOOL EDUCATION SYSTEM

Abduraxmanova D.O.

Teacher of the Andizhan Pedagogical College, Uzbekistan

***Resume:** Preschool education is an integral part and the first link in a unified system of continuous education, where the foundations of the personality are being formed. In accordance with the generally accepted age periodization of human development, preschool childhood covers the period from birth to 6 years old, when the child's motor, sensory and intellectual spheres are actively formed, his speech and basic mental processes, abilities and socially significant qualities develop.*

***Key words:** preschool education, pedagogical tools, organization of preschool education, human development*

A teaching tool is a material or ideal object that is used by the teacher and students to assimilate new knowledge (P.I. Pidkasisty). Material teaching aids:

- natural objects: objects of flora and fauna, real objects (objects);
- visual clarity (volumetric images): stuffed birds, animals, dummies of vegetables, fruits, etc.;
- toys: plot (figurative) toys: dolls, figurines depicting people and animals, vehicles, dishes, furniture, etc.;
- didactic toys: folk toys (nesting dolls, pyramids, barrels, etc.), mosaics, board and printed games;
- fun toys: funny figures of people, animals, fun toys with mechanical, electrical and electronic devices; sets of tricks;
- sports toys:
 - aimed at strengthening the muscles of the hand, forearm, the development of coordination of movements (tops, circles, balls, hoops);
 - promoting the development of running, jumping skills, strengthening the muscles of the legs, trunk (wheelchairs, bicycles, scooters, skates, rollers, jump ropes);
 - intended for collective games (table basketball, hockey, ping-pong);
 - musical toys: musical instruments imitating in shape and sound (children's balalaikas, metallophones, xylophones, accordions, drums, pipes, music boxes, etc.);
 - plot toys with a musical device (piano, grand piano);

masks, props, large inflatable toys (fairy-tale characters, animals), etc.;

- ✚ technical toys: cameras, binoculars, telescopes, flying models, kaleidoscopes, children's sewing machines, etc.;

- ✚ building and construction materials: sets of building materials, construction sets, incl. new generation constructors: "Lego", "Quadro", "Aquaplay", etc., light modular material;

- ✚ homemade toys made of different materials: unformed (paper, cardboard, threads, fabric, wool, foil, polystyrene), semi-shaped (boxes, corks, spools, plastic bottles, buttons), natural (cones, acorns, branches, straw, clay);

- ✚ equipment for experiments, play equipment, etc.;

- ✚ educational and play aids: "Logic-baby", etc.;

- ✚ didactic material (handouts).

The high intensity of the process of personality formation during preschool childhood makes it possible to especially effectively carry out pedagogical interaction with the child and solve the problems of his development, education and training. It is this position that gives grounds to consider the problems of purposeful teaching of preschool children in accordance with their specific age characteristics as the most relevant for the modern stage of development of both general and preschool didactics.

The formation of preschool didactics as a science and practice of the initial education of children was inextricably linked with the problem of mental education and development, which was considered as the most important direction, starting from the 1920s and 1930s. XX century, in the works of famous teachers and psychologists, such as P.P. Blonsky, P.F. Kapterev, N.K. Krupskaya, J.I. Krasnogorskaya, A.M. Leushina, S.S. Molozhavy, E.I. Tikheeva, A.P. Usova and others. These studies were based on the pedagogical ideas of Western European thinkers - Ya.A. Komensky, I.G. Pestalozzi, F. Frebel, A. Disterweg, D. Dewey, M. Montessori and many others, developing and supplementing them in the traditions of Russian pedagogical culture.

The basis of the child's intellectual development before school was considered to be the improvement of sensory culture, the development of speech, the expansion of his horizons and the accumulation of knowledge about the phenomena of nature and social life. At the same time, it has been repeatedly emphasized that the arming of preschool children with knowledge is one of the conditions for the development of mental processes and various types of activity. Thus, it was supposed to focus on the priority of the knowledge component in the general development of the child and the process of his purposeful learning.

In modern preschool pedagogy, the problem of organizing educational work in preschool institutions occupies a special place. This is due to the fact that today the question of the need to design upbringing and educational work, focused on the principles of humanity, non-violence, subjectivity, integrity and integrativity, arises with all the urgency. It is the humane attitude towards the child as a subject of the educational process and the need to develop his inner potential with the aim of a more successful and less painful passage of active socialization are considered as the leading trends at the present stage of development of preschool education and upbringing. Preschool didactics is based on the assumption that the full development of a child should be carried out in an interesting, meaningful activity for him. Therefore, the teacher who constructs the educational process, it is necessary to present to the child all the variety of his inherent types of activity, pedagogically competently coordinating and integrating them with each other [1, p. 72].

The modern educational strategy orients preschool workers towards purposeful design and building of education based on the unity of the processes of socialization and individualization of the developing personality. The main requirement for the organization of educational work is the confirmation of the child's subjective position in the system of his life. In this regard, in the theory of preschool education, as well as in the practice of modern preschool institutions, it is a priori recognized that the process of teaching preschoolers is one of the most undeveloped and laborious in educational work.

The development of the second conceptual position was associated with the research of L.S. Vygotsky (1896-1934), who revealed the ability of preschool children to establish cause-and-effect relationships and acquire systemic knowledge. The logical development of scientific research was the birth of a modern research direction - research and the formation of a systematic knowledge of preschoolers (V.I. Loginova, St. Petersburg). On the basis of this approach in the textbook "Preschool Pedagogy" (1988), published under the editorship of P.G. Samorukova and V.I. Loginova, the principle of the consistency of knowledge is proposed, which is interpreted by modern teachers in two directions: first, as the systematization of knowledge, and secondly, as the construction of systemic knowledge.

An analysis of the modern upbringing and educational process in kindergartens shows that until now it remains too regulated and "overorganized", which significantly reduces the interest of preschoolers in learning and their cognitive activity. In this regard, according to D.B. Elkonin, one of the most interesting and significant for preschool education is the issue of the integration of play and child labor as the leading types of activities of preschoolers and as the basis for their "social practice". The theoretical substantiation of this problem and the creation of an appropriate pedagogical technology make it possible to realize the idea of organizing a personality-oriented, holistic educational process in a modern kindergarten [11, p. 63].

The expediency of combining play and work activities in the educational process of a kindergarten is of particular importance for the development of a preschooler in connection with the special importance of play in the spiritual development of preschool children and the originality of the work activity of preschoolers, the isolation of which from play occurs gradually and is the result of the natural development of the play activity of children ... In this case, the main attention, according to the research of L.S. Vygotsky, A.V. Zaporozhets, A.N. Leontiev, N.N. Poddyakov et al., is assigned to play, which is the leading activity for preschool children that satisfies the most significant social needs of the child. It is play that provides children with a state of emotional comfort, a sense of freedom in the implementation of their activity, and the manifestation of individuality. In the context of play as a leading activity, mental neoplasms specific for a given age stage arise, which are of paramount importance for the entire subsequent development of the child.

Thus, having analyzed the approaches to the organization of the educational process within the framework of traditional and innovative systems that have developed in domestic preschool didactics, it can be concluded that the teaching of preschool children is guided by general didactic positions, and also has its own specificity associated with the psychological characteristics of children of this age. groups.

The teacher carries out planning of his activities by drawing up calendar-thematic and lesson plans. Approximate calendar-thematic plans are published by the relevant methodological journals, and the teacher has to make only some adjustments in them arising from the characteristics of the school and class. The development of lesson plans can be

helped by special manuals on teaching methods of the relevant subject. These manuals give advice on the nature of the problems to be solved during the lesson, highlight the most important and difficult elements of the content, recommend the most valuable demonstrations, experiments, exercises for consolidation, review and homework. The constant use of such teaching aids by the teacher significantly saves him time when planning lessons, allows him to choose from a number of possible options the most suitable for a given class.

Modern educational psychology believes that for each age period there is its own, most characteristic type of method of development and learning: in preschool - play, in primary school - learning, in middle school age - an expanded socially useful technique in all its variants (educational, labor, social-organizational, artistic, sports, etc.). During this period, students actively master various forms of education. At senior school age, a special form of educational activity becomes the leading one, which is already more vocational guidance and colored by independent moral judgments and assessments.

From all of the above, it follows that regardless of the child's age (he goes to kindergarten, school, higher educational institution), the construction of the educational process plan (for the educator, teacher, teacher) is based on the chosen teaching method. The only difference in methods for preschool children, school children, etc. institutions is that as the child grows up, the degree of emotional and mental stress increases.

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XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY YONDASHUV

Abduraximova Iroda Abdukarimovna
Sirdaryo viloyati, Guliston shahar,
11-maktabning Ingliz tili o‘qituvchisi

Annotatsiya: Hozirda mamlakatimizda umumta’lim maktablarda, ta’lim muassasalarida ingliz tilini o‘qitishda turli innovatsion va pedagogik texnologiyalardan foydalanishga katta e’tibor qaratilmoqda. Ushbu maqola umumta’lim maktablarida ingliz tilini o‘qitish metodikasiga bag‘ishlangan.

Kalit so‘zlar: pedagogik texnologiyalar, interfaol metodlar, “Bumerang” metodi

Bugungi kunda xorijiy tillarni bilish ko‘nikmasi proffessionl ta’limning ajralmas qismlaridan biri bo‘lib bormoqda. Turli sohalardagi mutaxassislarda chet ellik hamkorlar bilan hamkorlik qilish ko‘rsatkichi yuqori bo‘lganligi sababli, ularda til o‘rganishga bo‘lgan talab yuqoridir.

Axborot texnologiyalari va zamonaviy o‘qitish usullaridan foydalanish qobiliyati yangi materiallarni tezkor tushunishga yordam beradi. Turli usullarni birlashtirib o‘qituvchi muayyan ta’lim dasturlarini yechishga qodir bo‘ladi. Shu munosabat bilan o‘qituvchilar va o‘quvchilar xorijiy tillarni o‘qitishning zamonaviy usullari bilan tanishishlari kerak. Natijada maqsadlariga erishish uchun eng samarali usullarni tanlay bilish ko‘nikmalari shakllanadi. Bunda o‘qitish va o‘rganishning bir necha metodlaridan foydalanish samarali natija beradi. O‘qitish kichik bosqichlarda amalga oshiriladi va o‘quvchining mavjud bilim tizimiga asoslanadi. Zamon ilgarilab borgani sari har sohada yangilik ko‘payib bormoqda.

Hozirgi kunda ta’lim-tarbiya sifatini va samaradorligini oshirish kelguchi taraqqiyotimizning asosi ekanligini juda yaxshi tushunamiz. O‘qituvchi dars davomida o‘z faniga ijodkorlik bilan qarashi kerak. O‘qituvchi zamonaviy pedagogik texnologiyalar va uslublardan foydalangan holda darsni tashkil etishi kerak.

Hozirda pedagogik va axborot texnologiyalarini o‘quv jarayonida qo‘llashga bo‘lgan qiziqish kuchayib bormoqda.

Hozirgi kunda interfaol metodlarning bir necha turlarni bo‘lib, ta’lim jarayoni shu yo‘llardan foydalanib kelinmoqda. Pedagogik texnologiya – avvaldan rejalashtirilgan natijalarga olib beruvchi va shart bo‘lgan tartibli amallar tizimidir.

Ta’lim metodlarining turlari juda ko‘p. O‘quvchilar o‘quv axborotlarni o‘zlashtirish, mavzuni tushunib yetishlari, mavzuni ma’ruza, hikoya, tushuntirish orqali, videousul orqali bilimlarini mustahkamlashlari zarur.

O‘qituvchi o‘quv axborotlarni mustahkamlashga, tushunib yetishi uchun xizmat qiladigan, o‘quvchilarni shu mavzu ustida fikrlashga o‘rgatadigan bir necha usullardan foydalanishi kerak. O‘quvchilarning so‘z boyligini oshirishga, kitoblar bilan ishlashga ingliz tilida zamonlarga oid, fonetikaga oid, mashqlar bilan ishlashga o‘rganish kerak. O‘quvchilarning faoliyatini rivojlantirish uchun yana “bahs”, “davra”, suhbat, “pinbord”, “ishbilarmonlik”, miyaga hujum, taqdimot metodi, aqliy hujum metodi, “ajurli arra” metodi,

“Adolat o‘lkasiga sayohat” metodi, “Asalari galasi” metodi, “Bahs-munozara” metodi, “Galeriya” metodi, “Gugurt donalari metodi”, “Idrok xaritasi” metodi, “Yagona davra” metodi va boshqa ko‘p metodlardan dars jarayonida foydalanish mumkin.

Misol uchun, 5-sinfda Unit 11. Lesson 1. My favourite season Educational aim of this lesson: – to learn to about seasons.

Developing aims: – to enable pupils to talk about seasons.

Yangi o‘tiladigan mavzu bo‘yicha “Bumerang texnologiya” sini qo‘llash mumkin. Ushbu texnologiya o‘quvchilarni dars jarayonida, matnlar bilan ishlash, o‘rganilgan materialni yodida saqlab qolish, so‘zlab berish, fikrni erkin holda bayon eta olish, qisqa vaqt ichida ko‘p ma‘lumotga ega bo‘lish hamda dars mobaynida o‘qituvchi tomonidan barcha o‘quvchilarni baholay olishga qaratilgan. Maqsadi: suhbat-munozara va turli savollar orqali tarqatilgan materiallardagi matn va savollarga qanday javob berishlarini, o‘zlashtirilganligini nazorat qilish hamda baholash. O‘quvchilarni o‘z baholarini egallashga imkoniyat yaratish.

Texnologiyaning qo‘llanishi. Amaliy mashg‘ulotlar hamda suhbat munozara shaklidagi darslarda yakka tartibda kichik guruh va jamoa shaklida foydalanilishi mumkin. Mashg‘ulotda foydalaniladigan vositalar: o‘quvchilar uchun mo‘ljallangan tarqatma materiallar(ya‘ni, mavzu bo‘yicha qisqa matnlar, suratlar, ma‘lumotlar).

O‘quvchilar kichik guruhlariga ajratiladi. O‘quvchilarga darsning maqsadi tushuntiriladi:

- O‘quvchilarga mustaqil o‘rganish uchun mavzu bo‘yicha matnlar tarqatiladi;

For example. Dear Sabina

Thank you for your letter. Today I want to write about our pets. Last year we had two cats: Fluffy and Tiger. But this year we have more pets. My mother has two cats and three kittens. My father likes rabbits and we have two. Their names are Flossie (white) and Blackie (black). My brother Daniel likes dogs and he has a dog Paws and two puppies. He has two hedgehogs and a tortoise too. I like fish and I have three goldfish. We like canaries and we have a canary.

Do you have pets? Please write to me about your pets.

Love

Lucy

Va shunga o‘xshash 3 ta matn tarqatiladi.

-o‘quvchilar tomonidan berilgan matnlar yakka tartibda mustaqil ravishda o‘rganiladi;

-Har bir guruh a‘zolaridan yangi guruh tashkil etiladi;

-Yangi guruh a‘zolarining har biri guruh ichida navbati bilan mustaqil o‘rgangan matnlari bilan axborot almashadilar. Ya‘ni bir-birlariga so‘zlab beradilar, matnni o‘zlashtirib olishlariga erishadilar;

- berilgan ma‘lumotlarni o‘zlashtirilganlik darajasini aniqlash uchun guruh ichida ichki nazorat o‘tkaziladi, ya‘ni guruh a‘zolari bir-birlari bilan savol-javob qiladilar.

What is your favourite season?

I like spring. What is your favourite season?

-I like winter. What is your favourite season?

-I like autumn.

- What is your favourite season, Bobur?

-I like summer because I can swim.

According to the texts must be given questions.

Who writes a letter? Lucy writes a letter. Who wrote a letter? Lucy wrote a letter?
Lucy wrote a letter to Sabina.

O'quvchilarga o'qituvchi savollar bilan murojaat etadi, og'zaki so'rov o'tkazadi. Savollarga berilgan javoblar asosida guruhlar to'plagan umumiy ballari aniqlanadi. Guruhlar to'plagan umumiy ballari aniqlanadi. Guruhlar to'plagan umumiy ballarni guruh a'zolari o'rtasida teng taqsimlaydilar.

Interfaol ("inter"- o'zaro "ast" – harakat qilmoq) –o'zaro harakat qilmoq, kim bilandir suhbat, muloqot tartibida bshlishni anglatadi.

O'qitishning interfaol uslubiyatlari

-bilish va kommunikativ faoliyatni tashkil etishning maxsus shakli bo'lib unda ta'lim oluvchilar bilish jarayoniga jalb qilingan bo'ladilar, ular biladigan va o'ylayotgan narsalarni tushunish va fikrlash imkoniyatiga ega bo'ladilar. Darsda o'tilgan "Bumerang" texnologiyasi o'quvchilarga fikrlash, ularda mantiqni shakllantirishga imkoniyat yaratadi, shuningdek, ularning xotirasini, g'oyalarni, fikrlarini, dalillarini yozma va og'zaki shakllarda bayon qilish ko'nikmalarini rivojlantiradi. Mazkur uslub o'quvchilarga ta'lim bilan bir qatorda tarbiyaviy xarakterdagi:

- jamoa bilan ishlash mahorati;
- muomalalilik;
- xushfe'llik;
- ko'nikuvchanlik;
- o'z g'alar fikrni hurmat qilish;
- faollik;
- ishga ijodiy yondashish;
- o'z faoliyatining samarali bo'lishiga qiziqish;
- o'zini baholash kabi qator sifatlarini ham shakllantirish imkoniyatini beradi.

Xulosa qilib aytish kerakki, zamonaviy tilni o'rgatish ko'proq madaniyatli shaxsni shakllantirishga qaratilgan bo'lib, u o'z-o'zini tahlil qilish va yangi bilimlarni tizimlashtirish ko'nikmalariga ega ekan. Innovatsion usullar butun tizimni modernizatsiya qilishning ajralmas qismidir. Shunga amin holda o'qituvchilar eng ilg'or yondoshuvlar bilan tanishishlari va keyinchalik ularni birlashtirishi va o'z ishlarida foydalangan holda ta'lim tizimida sezilarli o'sishga erishish mumkin.

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TILLARNI OQITISHDA MASOFAVIY O'QITISHNING AHAMIYATI

Djuraeva Madina

Jizzax davlat pedagogika instituti

Aktamov Alisher Shomamatovich

Jizzax davlat pedagogika instituti Chet tillar fakulteti talabasi

***Annotatsiya :** Mazkur maqola tillarni o'qitishda masofaviy darslarning ahamiyatiga bag'ishlangan bolib, unda masofaviy o'qitishning til o'qitishdagi qulayliklari, afzalliklari va uning kamchilik tomonlari keltirilib, ularga atroflicha ilmiy tavsiya va takliflar berilgan.*

***Kalit sozlar:** Masofaviy ta'lim, eksternat tur, masofaviy ta'lim modellari, avtonom va integrallashgan o'qitish.*

Bizga ma'lumki, ayni damda biz yashayotgan texnologiyalar asrida dunyo bo'ylab kundalik barcha muhim hodisalar masofaviy amalga oshirilib kelinmoqda. Ayni damda talabalar ham dunyo bo'ylab turli davlatlardagi nufuzli universitetlarda masofaviy ta'lim olib kelishmoqda. Ayniqsa hozirgi jiddiy sharoit masofaviy ta'limni taqozo etadi. Ushbu virus tarqalishni boshlagan bir paytda butun dunyo universitetlari va maktablari ananaviy ta'limdan masofaviy ta'limga o'tishni boshlashdi. Masofaviy talimga bu tariqa tezda o'tilishi talim sifatiga o'z ta'sirini o'tkazmay qolmadi. Albatta, masofaviy ta'limning bu tariqa boshlanishi o'qituvchi va talabalarni shoshiltirib qo'ydi.

Bu esa albatta, til o'qish va o'qitish borasida turli imkoniyatlarini yaratdi va shu bilan bir paytda o'ziga xos nuqson va kamchiliklari ham boldi. Bu borada dunyodagi turli o'qituvchilar ish olib borishdi. Ilmiy manbalarning tarixiy analitik tadqiqoti shuni ko'rsatadiki, ko'plab yuqori malakali o'qituvchilar masofaviy o'qitish modellarini tuzishga o'z e'tiborlarini qaratishdi.

Shu jumladan, E.S. Polat rahbarligidagi jamoa masofaviy ta'lim tashkil etishda quyidagi 6ta modelni korsatishgan:[2].

1. Eksternat turi boyicha o'qitish.

Bunda turli qulayliklar mavjud. Bu talabalar va til o'rganuvchilar uchun samarali foydalanish imkonini beradi. Ayniqsa, til o'rganuvchilar uchun ta'limning bu turi sezilarli ahamiyatga ega.

2. Talabalar uchun Universitet masofaviy ta'lim modeli.

Bunda har bir fan uchun tayyorlangan va doimiy boyitilib turuvchi elektron kitoblar talabalarga yetkazilib beriladi. Bu esa albatta, chet tillarini o'rganayotgan talaba uchun kerakli kitoblardan elektron shaklda foydalanish imkonini yaratadi.

3. Dunyodagi bir nechta oliy ta'lim muassasalarining hamkorligidagi masofaviy ta'lim modeli.

Bu yo'nalishda bir nechta nufuzli universitetlar hamkorligida elektron kitoblar yaratiladi, bu esa ushbu kitoblarning mukammal hamda sifatli

bo'lishiga zamin yaratadi. Bunday kitoblar talabalarga hamda til o'rganuvchilariga darslarni yaxshiroq o'zlashtirishga imkoniyat yaratadi.

4. Ixtisoslashtirilgan ta'lim muassasalari hamkorligidagi masofaviy ta'lim modellari.

Bu yo'nalishda hozirgi zamonaviy texnologiyalar talabalar, til va boshqa biror sohani o'rganuvchilar ta'lim olishlari uchun ishlab chiqilgan.

Oxirgi ikkita yo'nalish bu "Avtonom o'qitish hamda integrallashgan o'qitish"lar. Ushbu shakldagi o'qitish metodlari mustaqil ta'lim olish uchun tashkillashtirilgan bolib, televideniya,

radioeshittirishlar talabalarning asosiy o'qitish vositalari hisoblanadi. Bu kabi tizimga Amerika televizion loyihasini misol qilib keltirishimiz mumkin.[1.].

Quyida keltirilgan barcha modellarda ta'lim xizmatlarining potentsial iste'molchilari, ommaviy axborot vositalari, radio va televideniye yoki boshqa bir ta'lim muassasasi tanlanib, kirish sinovlaridan o'tgan va ularning barcha zaruriy hujjatlari rasmiylashtirilgan, deb ko'zda tutiladi [3]

Ayni damda, turki davlatlar ushbu modellardan til o'rgatish va talabalarga dars berish maqsadida foydalanib kelishmoqda. Yuqorida ham masofaviy ta'limning o'qitish sohasidagi foydali tomonlari aytib otiladi. Uning yana bir afzal tomoni, ular o'zlarining til o'rganishdagi mahoratlarini oshirish maqsadida turli foydali va kerakli materiallardan foydalanish imkoniyatiga ega bo'ladilar. Misol uchun, ingliz tilini o'rganish 4 guruhga bo'linadi:

1. Eshitib tushunish.
2. O'qib tushunish.
3. Gapirish mahorati.
4. Yozish mahorati.

O'qituvchi talabalarga bularni o'rgatish paytida talabalarning ichidagi ba'zi talabalar darsni tushunmay qolishlari mumkin. Masofiy ta'lim bu muammoni yechishga yordam berdi. Unda dunyo bo'ylab barcha darslar Zoom platformasida va turli ijtimoiy tarmoqlarda olib borildi, va bu esa o'tilgan darslarni yozib olgan holda darsni o'zi xohlagan vaqt qayta ko'rish imkonini berdi. Va shuningdek, ular tilning qaysidir turiga tushunishmasa yoki shu haqida yetarlicha ma'lumotga ega bo'lishmasa, ularda ijtimoiy tarmoqdan turli video darsliklarni ko'rish imkoniyati paydo bo'ldi. Masofaviy ta'limning yana bir qulay tomoni shundaki, har kim o'zining yashayotgan hududidan turgan holatda o'zi xohlagan til o'qitish markazlarida o'qish imkoniyatiga ega bolishdi. Misol uchun, Toshkentdagi eng zo'r oquv markazi "Cambridge education centre" masofaviy ta'lim boshlangan vaqtdan buyon qariyb 17000dan ortiq abituriyent va IELTS tayyorlanuvchilarini o'qitib kelmoqda.

O'qituvchilar uchun masofaviy ta'limning qulay tomonlaridan biri shundan iboratki, ularda dars berishdan tashqari, ularda avvalgiga qaraganda ko'proq vaqt paydo bo'ldi. Bu vaqt esa ularga o'z bilimlari ustida ko'proq ishlash yanada imkoniyat yaratdi.

Va shu bilan birga, masofaviy ta'limning o'ziga xos kamchiliklari va nuqsonlari mavjud. Misol uchun, til o'rganishda yuzma-yuz muloqotning yo'qligi, masofaviy olib borilayotgan darslarning an'anaviy darslardek sifatli va maroqli bo'lmasligi. Masofaviy ta'limning yana bir nuqson tomoni bu internet muammosi. Shu muammo ko'plab abituriyent, talaba va ota-onalar norozichiliga sabab bo'ldi. Ayni vaqtda, dunyo olimlari masofaviy ta'limning muammosiz ishlashi ustida izlanishlar olib borishmoqda. Ulardan masofaviy ta'lim uchun foydali bo'lgan ixtirolar va yangiliklar kutib qolamiz.

Yuqorilardan ko'rinib turibdiki, til o'qish va o'qitishda masofaviy ta'limning ahamiyati katta bo'ldi. Ko'rib turganimizdek, masofaviy ta'lim talabalar va til o'rganuvchilarga kata imkoniyatlar eshigini ochib berdi desak mubolag'a bo'lmaydi.

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EFFECTIVE WAYS LEARNING NEW VOCABULARY

Oripova M.

Tashkent State Pedagogical University

Annotation: *The article is dedicated to teaching new vocabulary through different methods and aid learners in understanding a new language and new words.*

Key words: *vocabulary, remember, method, activity;*

No matter how good your grammar is, if you don't know any words that you can use it with, you (literally) won't get very far with your language skills: Vocabulary opens up doors to new worlds and makes learning fun and satisfying. Learning vocabulary is an important part of a student's development process, but vocabulary instruction can be a challenge for educators especially when it comes to making it effective and engaging. So how can educators effectively teach vocabulary across grade levels and content areas? Proper vocabulary instruction doesn't just teach the definitions of words, but how to critically understand the context while drawing connections outside the lesson plan. Studies have shown that students who have a larger vocabulary tend to do well in school and not just in ELA, but STEM subjects, as well.

Teaching vocabulary can feel daunting. The struggles associated with vocabulary practices in the classroom make it challenging for students to learn and teachers to, well, teach. Teachers may have a hard time handpicking the 10-20 words every week that their students will learn. Which words are the most important? What about the students who learn and read at different levels? From a student's perspective, it becomes difficult (and, for many, uninteresting) to simply memorize words and terms that they have no prior connections to. Vocabulary instruction doesn't have to be boring! Here are five engaging ways to teach your students vocabulary while making sure they boost their vocabulary acquisition:

Create a Word Map: Word maps are graphic organizers based on the Frayer model that help students learn new words by associating it with its antonyms, synonyms, writing their own definition or using the word in their own sentence. Word map activities allows students to think about vocabulary in several ways, and further make connections with each word in relation to other words they already know. This method helps students to define new vocabulary words on their own terms through writing and drawing.

Music for Memorization: Music plays an important role for every step of human life. It reflects the culture, history, folklore, and current idiom of countries. Singing is an important tool for building students' confidence. It gives students a degree of fluency before they have succeeded in speaking. Words usually occur in context in lyrics; the sound of new words is easily remembered through the melody of the song. While listening to the song, students will hear several new vocabularies many times. Music affects language accent, grammar, memory, mood, enjoyment, and motivation.

Root Analysis: Instead of teaching the definition of a word, teach root words. Teach your students the meanings of specific root words and have them guess what the definition is. Students can take these root words and use them to decipher words they don't know in the future.

Personalized Lists: Why not empower students to build their own vocabulary lists? Students will come across new words they don't know every day in readings and discussions across the content areas. When students pick out their own vocabulary words, not only will they be more motivated to learn them, but it allows the vocabulary lists to be personalized to each student, too.

Use Context Clues: With this instructional approach, the teacher provides reading passages or sentences with new vocabulary words embedded in them. Students then attempt to guess the definitions. Teaching vocabulary through context clues encourages critical thinking skills and helps them make connections to the word, ultimately helping them remember its meaning.

Under such methods have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, they bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, they usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities.

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PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF THE METHOD OF ENHANCING THE EDUCATIONAL ACTIVITIES OF SECONDARY SCHOOL STUDENTS IN THE ENGLISH LANGUAGE LESSONS.

Marina Alimova
Uzbekistan State World Languages University

***Abstract:** The article discusses that the assimilation of knowledge and the formation of skills and abilities through the system of collective actions of students is one of the main tasks in teaching a foreign language. It is necessary to proceed from the fact that among all the motives of educational activity, the most effective is the organization of the communication system in the group. It not only activates mental activity at this stage, but also directs it to the subsequent solution of various tasks, in the future to creative activity. Teaching a foreign language, the teacher develops both thinking and emotions, and other areas of personality.*

Based on this, in the education and training of students, it is impossible to imagine without purposeful and controlled pedagogical communication using such principles as personal communication, game organization, collective interaction and concentration.

***Keywords:** psychological and pedagogical principles, the activation method, educational activities, collective actions, individual capabilities, creative role, role-based communication, collective interaction.*

The main psychological and pedagogical principles of the activation method are organically connected and follow from the above theoretical provisions, which determines the wide range of their application .

In terms of the learning strategy, the psychological and pedagogical principles of the organization of educational activities can be considered as the organization of the assimilation of knowledge and the formation of skills and abilities through a system of collective actions that contribute to the internal mobilization of the individual capabilities of each student and the effective use of these capabilities in educational activities. These principles can be succinctly expressed in the well-known formula "in the collective and through the collective". The external form and at the same time the means of organizing such a system of actions is the conscious and purposeful management of the communication processes in the group. The condition for this is to increase the creative role of the teacher, the maximum realization of his personal capabilities for the purposes of education and training, which, in turn, is impossible without purposeful and controlled pedagogical communication.

Principle 1. Personal communication

The word "communication" is clear to everyone, but maybe that is why, when this word is used in relation to the organization of the educational process, sometimes there is confusion: the teacher's communication with the students, and even more so the communication of the students among themselves is very commendable, but there is not enough time in the lesson, it is too much luxury. Anyway, what does communication have to do with learning?

Let's try to answer this question from a scientific point of view. It is well known that the personality is formed and functions in constant interaction with other people in the main activities: play, study, work. The development of the student's personality takes place in two interrelated activities: learning and communication. It is also known that the harmonious development of the individual is largely ensured by the unity of these types of activities. The tendency to merge the processes of learning and communication characterizes modern pedagogy and psychology of learning. Favorable conditions for achieving effective results are opened when the requirements of the educational task are presented to the student as attractive, satisfying his needs.

To create the necessary conditions for this, it is necessary to build the educational process in such a way that the attitude to the subject being studied is formed through the attitude to another person (a fellow student, a teacher), and it, in turn, through group interaction, in other words, it is necessary to ensure the maximum fusion of communication and learning. It is in this case, according to psychologists, communication performs teaching and developing functions and leads to the most productive mastery of the subject under study, while at the same time comprehensive personal development. All this, it seems to us, provides a basis for the introduction of the concept of learning communication.

Principle 2. Game organization.

Observations of the educational process in secondary and higher schools, especially for teaching foreign language communication, show that one of the serious reasons for very low efficiency is the low level of motivation of the student. For the most part, the teacher offers students pseudo — communicative tasks such as: "Invite a neighbor to visit", "Find out how to get to...". The speech actions of students when performing such tasks are not motivated, and therefore-formal. These tasks are not much different from the tasks of the type: "Retell

the text", "Translate the sentence" , etc. They do not answer the main question that arises in the student — "Why, for what purpose should I do this, say it?".

Probably, to eliminate this disadvantage, it is necessary first of all to realize the important place of role behavior in the educational activities of students. The experience of intensive teaching of foreign languages allows us to draw a conclusion about the great possibilities of role-based communication (not yet fully explored) and the feasibility of its use in teaching.

This idea is supported by linguists who see role-based communication as an effective way to acquire speech competence, and psychologists who argue that the methods of organizing role-based communication are aimed at activating the mechanisms of motivation. Role-based communication in a foreign language in conditions of intensive training is not a fragment of the lesson, not a methodical technique, not an exercise, but the basis for building the educational process. It is possible to teach foreign language communication (in its oral and written forms) only in continuous personal-role interaction.

Role-based learning communication in intensive learning involves the constant activity of the subjects of communication (all students and the teacher), who are not limited to simply perceiving the message and reacting to it, and they seek to express their attitude to the information received. The specificity of role-based educational communication is that it retains all the socio-psychological characteristics of true communication. Therefore, communication is for the learner the goal of his speech (or non-speech) actions in conditions as close as possible to non-educational joint activities. For the teacher, this communication is also educational, since communication situations (exercises) are planned and organized by him.

Principle 3. Collective interaction

The principle of collective interaction defines such a way of organizing the educational process, in which:

- students actively communicate with each other, exchanging educational information, thereby expanding their knowledge, improving their skills and abilities;
- a favorable relationship develops between the participants, which serves as a condition and means of effective training and creative development of each;
- the success of everyone is the success of the others.

Thus, the active communication of the teacher with students and students among themselves is a socio-psychological factor of the success of the learning process, while ensuring the effectiveness of the formation of cognitive actions and communication techniques in the studied language. Joint actions and interpersonal relationships in the system of teacher-student, student-group, etc. are also a means of increasing the productivity of individual student activities.

In active interaction with each other, students not only exchange knowledge about the language system, when they help each other, give language comments, explain the rules to their partner, but also learn to communicate. The process of teaching foreign language speech communication is a two-way process, in which not only the student, but also the teacher gains a lot.

By organizing foreign language communication and managing it in a group, he improves his communication skills. In the course of interaction with the student, his own idea of himself is clarified, and self-esteem becomes more adequate.

In intensive training, the activity of the student is extremely enhanced, since throughout the entire lesson, he or she alternately solves with other students the communicative tasks that come one after another from the teacher. As a result, thanks to the efforts, consciously regulated by the teacher, a system of relations is constructed that allows the teacher to fully reveal, use and develop the capabilities of everyone.

Principle 4. Concentration

The concentration of training hours is one of the external characteristics of intensive training. However, the presence of this characteristic does not mean that this training is intensive. The concept of concentration should be expanded, which will allow determining the specifics of an intensive training system. In the conditions of intensive training, when the tasks of teaching oral and written forms of foreign language communication are solved, as a rule, in the shortest possible time, two more factors are fundamentally important: the amount (volume) of educational material and its distribution in the course of study.

Having completed the interpretation of the basic principles related to the problem under consideration, we come to the following fundamental conclusions:

- In the linguistic foundations of the method of activating educational activity in the formation of intensive communication skills in a foreign language, it is important first of all, the laws of the development of natural language, as well as the provisions of progressive theories on the intensification of the process of teaching a foreign language, which in the simplest form allow students to communicate the structural and functional properties of the language.

- When learning foreign language speech material on an intensive basis in high school, the formation of accelerated motivation, which causes an operational need for speech communication in a foreign language, is one of the important factors for achieving success in learning.

- The speech skill formed in collective communication is an automated component of speech skills, the physiological basis of which is a dynamic stereotype developed by intensive speech training.

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PERSPECTIVES TEACHING AND LEARNING IN PRE-SCHOOL EDUCATION

Asadullayeva Mastura Abduvahobovna

Lecturer of the Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** The main goal of environmental education is to develop in preschool children a conscious attitude to the environment and its problems, as well as the knowledge, skills and competencies to find optimal solutions to them. In this sense, the article analyzes the purpose of environmental education in preschool education.*

***Key words:** ecology, preschool children, culture, understanding, education, upbringing, preschool education system, ecological upbringing.*

The appearance of our planet is changing as a result of human overuse of natural resources. Green forests are declining, plant and animal species are declining, and mineral resources are depleting. As a result of pollution of water bodies and air, increasing emissions, the problems of food security, energy and fresh water are becoming more and more complicated. As a result, it is undermining the natural state that has been stable for millions of years.

Ecological knowledge is the structure, development, change of living nature, the state of living things on earth, their relationship with each other and the environment, the quantity and quality, size, variety and conservation of natural resources and their preservation. is to master the ways of economical use.

Man must change his attitude towards nature, the environment around him, know and study the laws of nature and develop his life based on them. We need to develop ways of life that conform to the laws of nature. Otherwise, man and society will be the cause of great natural disasters and will perish from them.

The essence of environmental education and training is the study and application of the permanent unity between nature and society and the natural and social laws that evaporate them.

Ecological education and upbringing is the conscious use of nature throughout one's life from the moment a person steps into nature, the upbringing of the customs and traditions of our people who respect and care for nature psychologically and morally, the increase of natural resources. , to encourage the establishment of gardens, flowerbeds, to awaken good qualities in his heart.

The goal of ecological education is to cultivate an educated person who knows the natural environment and its resources, uses them sparingly, preserves them, adds to the richness and beauty of nature, and knows the social and natural laws.

1. To teach our preschool children to save their habitat (nature) and resources, to consciously protect them in environmental education.

2. Formation of ecological culture. It should start with the family. This is explained in the first paragraph of this chapter.

Particular attention should be paid to the formation of ecological culture in preschool children:

- Pollution can be a source of disease for humans;

- Training to be aware of the damage caused by fires to the environment and fire prevention measures;
- to know the essence of the call "do not spit on water, do not pollute it";
- not to break the branch of a flowering fruit tree, to form knowledge, skills and abilities that human use of its fruit is a vital necessity, and so on.

Formation of environmental literacy. It is good to use real-life examples to teach students.

- To form in the minds of preschool children the consequences of the destruction of grass when going on vacation and the impact of broken glass on society, nature and human health;
- inculcate in preschool children the harmful effects of intolerance on trees, plants and animals;
- Achieve the development of information and communication technologies to raise awareness of the impact of hazardous waste in factories and plants on human development and its consequences for preschool children;
- environmental education in the teaching of all disciplines in the training of future professionals;
- environmental education in extracurricular activities and excursions and trips;
- Develop the knowledge, skills and competencies to teach preschool children about environmental issues and the wise use of natural resources by teaching them about environmental issues.

This means that air is the most important and necessary element of nature for the human body. Polluted dust, which is constantly in the air, has a negative effect on gas exchange in the lungs. It can damage a person's health and cause a variety of illnesses. Nature is such a just miracle that it balances the environment. For example, carbon dioxide is absorbed by plants and converted into oxygen, which means that plant jujube is, in a sense, an invaluable means of purifying the air from dust and carbon dioxide. This leads to the conclusion that man should not only preserve the nature around him, its flora, but also enrich it, plant as many trees as possible, and strive for landscaping. That's why our ancestors considered it a good deed to plant trees and gardens. It is said that a person who plants a fruit tree will prosper in both worlds.

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TEACHING OLDER PRESCHOOL CHILDREN IN THE PROCESS OF EDUCATIONAL ACTIVITIES

Ashirbayeva A.N.

Teacher, Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** From the moment of birth, the child is mastering the world around him. Nature itself has taken care of this. Through its sensations, the child's brain receives knowledge and helps him adapt in the most complex world of adults. But for this process to be more effective, older preschool children need to be taught the techniques of educational activities, therefore, children need an individual approach, increased attention, help from educators and parents, and timely, qualified, systematic assistance.*

***Key words:** individual approach, children of senior preschool age, researchers of modern pedagogy.*

Researchers of modern pedagogy are revising the methods, techniques and forms of work with older preschool children. According to the updated curriculum, the subject "Natural Science" was introduced for the first time for study in the kindergarten. The program provides for the acquaintance of children with such topics as "Properties of a magnet", "Bodies and substances of inanimate nature" (sand, clay, coal, stone), "Environmental problems of the air", "Winter phenomena: frost, ice, icicles". Children of older preschool age have minimal knowledge, no life experience. How is it accessible and interesting to tell children this material in such conditions? The conclusion suggests itself - in the classroom for 5-6-year-old children, actively apply research experimental techniques.

Educators of kindergartens and preschool classes know that the "Literacy" classes are difficult for most children. Sound-letter analysis of words is difficult to perform, because at first children do not hear individual sounds, and not everyone quickly memorizes the printed image of the letter, in this case playing with sand or writing on sand helps. Sand games are the most famous and memorable for any child, each of us spent a lot of time in the sandbox in childhood. Playing with sand, children involuntarily learn both sounds and letters.

The development of functional literacy in the modern world is impossible without knowledge of information communication technologies, therefore it is very important to use these technologies in the process of teaching and educating children.

In our opinion, the educator must use a computer and an interactive whiteboard in the educational process. The inevitable penetration of information and communication technologies into preschool education and upbringing makes it possible to increase the efficiency of the assimilation of knowledge and to maximize their volume.

The effectiveness of the methods depends on the pedagogical conditions of their application. The result of the child's work depends on his interest, therefore in the lesson it is important to activate the attention of the preschooler, to encourage him to activity with the help of additional techniques. Such techniques can be: game; surprise moment; request for help; encouragement, musical accompaniment.

Reception of teaching (methodical reception) is a structural element of the method; this is the action of the educator, which causes a response from the pupils, which corresponds to the goals of this action.

A variety of teaching methods, the "targeted" nature of their application in educational practice, the impeccable technique of their implementation into the main method, the art of implementation (artistry, emotionality, aesthetics and virtuosity, simplicity and expressiveness, etc.) are considered the main indicators of the teacher's professional skill.

The arsenal of teaching methods revealed in pedagogical practice is huge. Attempts are being made to classify them. A systematic description of the totality of didactic techniques determines the need to search for the most significant grounds for this classification.

The use in each individual situation, along with the main method of teaching elements of other methods, is a common practice of organizing the educational process in any educational information environment. There is a problem of finding the optimal combination of these methods, modeling various ratios in order to achieve the maximum training effect.

The variable part of the implemented teaching method, including any elements of other teaching methods that are included in this method and enhance its educational effect, are defined in didactics as teaching methods.

The given definition of the technique covers a wide range of operations and actions, the introduction of which into the variable blocks of description is to put in order the knowledge about teaching techniques and their purpose, to determine the key directions of their application and search.

The whole set of teaching methods, including the content, methodological, organizational and material and technical aspects of the educational process, are divided into groups according to the following criteria:

- the functional purpose of the method - what methods of information consumption it supports, what elements of the subject's mental activity is directed at, the development of what mental processes it provides (methodological aspect);
- the type of information source used and its content, with which the training technique is associated (content aspect);
- methods of technical support for training, which are implemented through reception (material and technical aspect);
- ways of organizational structure of the educational process, which are reflected in the reception (organizational aspect).

Accuracy in the use of techniques and a sense of proportion are extremely important. In the selection of teaching methods and the technique of their inclusion in the educational process, the educator manifests himself as a subject, as a psychologist, as an educator, and as an actor. This refers exclusively to the last of the named manifestations; teaching is said to be not only science, but also art.

Thus, an attempt to construct an algorithmic prescription that determines the sequence of actions of the educator in choosing the methods and techniques of teaching, in no way excludes his professional creativity. The choice of instruments of pedagogical influence is only one of the stages of work. Designing a technology for the implementation of methods and methodological techniques as part of these technologies for specific academic studies is the next creative task that requires educators in a number of cases of innovative thinking.

Teaching older children of preschool age has a visual and effective character. Children acquire new knowledge on the basis of direct perception, when they follow the actions of the educator, listen to his instructions and explanations, and work themselves with building and natural materials.

The joint activity of the educator and the pupils often begins with elements of the game, surprise moments, they can be the unexpected appearance of a toy, things, the arrival of "guests", etc. This activates and motivates the child. But, when for the first time some property (stability, size, shape) is identified and it is necessary to focus the child's attention on it, the game moments may be absent. Clarification of constructive properties is carried out on the basis of comparing objects that are characterized by either similar or opposite properties (wide - narrow, large - small, long - short, etc.).

Methods and techniques of teaching older preschool children in the process of educational activities contribute to the improvement of elementary skills of spatial orientation (front, back, middle, inside). The child learns to transform buildings according to various parameters, to build them according to verbal instructions. The teacher teaches you to create buildings according to a joint and individual plan. Practice shows that the relationship of preschoolers in constructive activity by themselves is not always built on the correct basis. Therefore, the role of the educator is of great importance here. He is obliged to teach his pupils to work collectively, to first discuss the plan together, to clearly distribute responsibilities in the process of performing buildings, toys, to coordinate their own work with the actions of their peers.

At the same time, it is necessary to educate children in the ability to motivate their own proposals, to comprehend the proposals of their peers and the ability to choose the best option, abandoning their own if it turns out to be not entirely successful.

In the process of joint implementation of the structure, children should help each other, respond kindly to the requests of their peers, be attentive and sensitive to their work. At the same time, not only art, creativity, but also aesthetic taste develops. Encourages to beat structures, to unite in games. Older preschool children have the ability to perform very complex activities in a specific sequence.

The teacher, in joint work and in consistent activity, can offer children simple constructors for experimenting with details. But if children do not cope with the task, do not work arbitrarily, they quickly lose interest in it, get tired and are distracted from the task. With this in mind, the teacher provides preschoolers with an example of each new way of acting. In an effort to prevent possible errors, he must show all the methods of work and explain in detail the sequence of actions: show the methods of fastening parts, installing

simple structures, consider the drawings of structures. At the same time, explanations must be extremely specific, clear, precise, given at a pace that is accessible to the perception of a preschooler. If the teacher speaks hastily, then the child can stop understanding it and start to get distracted.

Thus, we can conclude that the senior preschool age is the most favorable for laying the foundations of literate, clear, beautiful speech, which is an important condition for the mental education of a child.

In our article, we examined the methods and techniques of teaching older preschool children in the process of educational activities and found that the teaching method is a way of interconnected activities of teachers and students to achieve the objectives of the educational process. This concept of the method emphasizes the two-sided nature of the learning process. Indeed, teaching methods are not limited only to the activities of the teacher, but it is assumed that with the help of special methods he stimulates and directs the cognitive and practical activities of the children themselves. That is, the educator, on the one hand, provides the material himself, and on the other, seeks to stimulate the educational and cognitive activity of students (encourages them to think, independently come to certain conclusions).

The reproductive method is a method aimed at consolidating previously acquired knowledge and skills. This is an exercise method that makes the skills automatic.

The research method is aimed at developing independence, imagination and creativity in preschoolers. The teacher offers to do all the work independently.

The heuristic method is aimed at demonstrating independence, i.e. the teacher invites the child to do part of the work on his own.

A technique is an element of a method, its component part, a one-time action, a separate step in the implementation of a method.

The teaching method always includes the activities of the leader and the follower. But the educator, in addition to the oral presentation of information, should allow children to perform a number of exercises and tasks on their own. So the pupil will learn to apply his knowledge in practice, as well as consolidate his previous successes. And the teacher will be able to analyze the child's actions, control the results, and, if necessary, disassemble and correct his mistakes. Another distinctive feature of teaching methods is that they are not static, they evolve. The development of the method occurs by changing the position of the pupil in the process of educational activity. The child is continuously learning, therefore, his independence in cognition gradually increases, he becomes not a path of self-education.

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LUG'ATNI O'QITISHNING AHAMIYATI

Yusupova Gulnoza
Jizzax davlat pedagoika instituti

***Annotatsiya:** Ushbu maqola o'qituvchilarga 1-12 sinflarida ikkinchi darajali lug'at qo'llanmasini nima uchun va qanday amalga oshirishni ta'minlashga qaratilgan. Maqolada ikkinchi darajali lug'at so'zlari nimani anglatishini va so'z bilimlarini oshirish uchun so'z boyligini oshirishga bo'lgan ehtiyojni o'rganib chiqadi. Shuningdek, u o'qituvchilarga o'qituvchi bo'lganida qo'llaniladigan tegishli matnlar va mashg'ulotlarni hamda o'quvchilarning yangi lug'at so'zlarini o'rganishini qo'llab-quvvatlash uchun maktabdan uyga bog'lanish usullarini taklif etadi. Matnlar va mashg'ulotlar uchta sinf darajalariga bo'lingan: 1-2, 3-5 va 6-12. Bundan tashqari, maqola ikki qismga bo'lingan bo'lib, unda o'quvchilarning so'z boyligini oshirish uchun nima uchun va qanday yo'llar ko'rsatilgan.*

***Kalit so'zlar:** ikkinchi darajali lug'at, so'zlarni bilish, savodxonlikni rivojlantirish, haqiqiy adabiyot*

So'zlar va so'z ma'nolarini bilish talabalarning ilmiy yutuqlari uchun juda muhimdir.

Lug'at, Stahl (2005) tomonidan bilim sifatida belgilangan; shunchaki ta'rif emas, balki so'zning dunyoga qanday mos kelishini tushunish. So'zga oid so'zlarni bilishni tinglash va o'qish orqali anglash mumkin, retseptiv lug'at deb nomlanuvchi va og'zaki va yozma so'zlar orqali hosil bo'ladigan yoki ifodali lug'at sifatida tanilgan. Ingliz tilida deyarli 600,000-800,000 so'zlar mavjud; shuning uchun bu yangi lug'atni o'rganishni doimiy jarayonga aylantiradi. O'rtacha talaba birinchi sinfni taxminan 6000 so'zlashuv nutqi bilan boshlaydi (Chall, 1983). Talabalar har yili taxminan 3000 ta so'zni o'rganishda davom etadilar. (Bek,

McKeown, Kucan, 2013). Keyinchalik, boshqalardan ko'ra ko'proq o'qitishni talab qiladigan ba'zi so'zlar mavjud. Amaliyotchilar davom etayotgan savol: «1-12 ta ta'limda so'z boyligini oshirish uchun qaysi so'zlarni o'rgatish kerakligini qanday aniqlaymiz».

Lug'at - tinglash va o'qish orqali muvaffaqiyatli tushunish uchun zarur bo'lgan tanqidiy qobiliyatdir.

Boshlang'ich sinflarda o'qituvchilar o'qitishi kerak bo'lgan asosiy ko'nikmalardan biri bu o'quvchiga o'qish va matndan ma'no olishga o'rgatishdir. O'qishni o'rganish doimiylikdir va ikkinchi darajali o'qituvchilarning o'quvchilarga o'qiganlarini tahlil qilish va tanqid qilishni o'rgata olish qobiliyatlari bilan davom etadi (Chall, 1983). Talabalar, agar ular dekodlashayotgan so'zlarning ma'nosini bilmasa, biron bir matnni tushunishda muvaffaqiyat qozonmaydi. Ko'pchilik uchun so'z boyligini bilmaslik o'quvchilarning matn ma'nosiga kira olmasliklariga sabab bo'lishi mumkin.

Bundan tashqari, Xart va Risli (1995) farovonlik oilasida o'sadigan talabalar bilan ishchilar oilasiga nisbatan professional oilaga nisbatan katta tafovut mavjudligini aniqladilar. Bolaning hayotining dastlabki to'rt yilida professional uy sharoitida bolalar 45 million so'zni, ishchi oilalar farzandlari 26 million so'zni, farovonlik oilalari bolalari atigi 11 million so'zni eshitdilar. (Iltimos, e'tibor bering, bu so'zlar takrorlangan bo'lsa ham, so'zlarning umumiy sonini o'z ichiga oladi.) Umuman olganda, professional uy xo'jaliklarida bolalar tomonidan eshitiladigan so'zlar soatiga tasdiqlovchi (dalda beruvchi so'zlar) so'zlar bo'lgan, farovonlik uylari bolalari soatiga ko'proq taqiqlarni eshitishgan (yo'q, to'xtang va hokazo).

PreKdan oldin bolalar eshitadigan so'zlar orasidagi bo'shliq bilan, saqlovchi o'qituvchilar bo'shliqni bartaraf etish uchun strategiyalar bilan jihozlangan bo'lishi kerak. O'quvchilarning so'z bilimlarini oshirish uchun so'z boyligini o'qitish jarayonida foydalanish mumkin bo'lgan ko'plab strategiyalar mavjud. Shunga qaramay, Milliy o'qish paneli (NRP; 2000) talabalarga lug'atni turli usullar bilan o'rganishni taklif qiladi va bitta usul ham maqbul emas. Agar to'g'ridan-to'g'ri o'qitish kabi usul ishlatilsa, talabalar hali ham yangi so'z birikmalariga takroriy va ko'p marotaba ta'sir ko'rsatishlari kerak. Ushbu bilimlarni hisobga olgan holda, nafaqat o'qituvchilarni o'qitishning tegishli strategiyasini belgilashni o'rgatishlari, balki o'quvchilarning so'zlar bo'yicha avvalgi bilimlarini hisobga olishlari kerak. O'quvchilarning oldingi so'z bilimlari bilan tanishish o'qituvchilarga qaysi so'zlarni o'z sinflarida amalga oshirishi kerakligini aniqlashga imkon beradi. Qaysi yangi so'zlarni o'rgatish kerakligini aniqlashda ehtiyotkorlik bilan o'ylash kerak. Natijada, o'qituvchilarga ushbu muammoni hal qilishda yordam berish uchun Uch bosqichli tizim (Beck & McKeown, 1985) amalga oshirilishi kerak. Ushbu maqolada uch bosqichli tizim joriy qilinadi va muhokama qilinadi. Bundan tashqari, ushbu maqola 1-12 sinf o'quvchilari bilan amalga oshirilishi mumkin bo'lgan haqiqiy adabiyotlardan va mashg'ulotlardan foydalangan holda ikkinchi darajali so'z boyligini o'qitishni ta'minlashga qaratilgan.

Xulosa

Talabalarni barcha fan yo'nalishlari bo'yicha yuqori ilmiy o'qitishga jalb qilish so'z bilimlari va so'z boyligini qo'llab-quvvatlaydi. O'qituvchilar uchun asosiy yo'nalish interfaol ta'lim orqali ikkinchi darajali so'z boyligini va akademik tilni joriy etish va modellashtirish bo'lishi kerak. O'quv qo'llanmasi haqiqiy adabiyotlar bilan bog'langanda talabalar qo'shimcha so'z boyliglariga ega bo'ladilar. Shu sababli, o'qituvchilarni o'quvchilarni jalb qilish va so'z bilimlarini samarali oshirish uchun stseneriy dasturidan tashqari haqiqiy adabiyotlardan foydalanishni rag'batlantirish kerak. NRP (2000) so'zlarni o'qitish uchun yondashuv sifatida interfaol o'qish ovoz chiqarib o'qishni taklif qiladi. Ushbu oldingi bilimlardan kelib chiqqan

holda, biz 1-12-sinflardagi barcha bolalar savodxonlikni rivojlantirish uchun yuqori akademik so'z boyligini rivojlantirish va muvaffaqiyatli o'quvchilar bo'lishlari uchun haqiqiy adabiyotlarni interfaol o'qish orqali ikkinchi darajali so'z boyliklarini o'qitishga muhtoj ekanliklarini ta'kidlaymiz.

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DEVELOPMENT OF SELF-ASSESSMENT OF CHILDREN OF PRESCHOOL AGE

Sayfulin Ravshan Raufovich
Teacher, Tashkent State Pedagogical University

***Resume:** In the process of socialization, a person gradually acquires self-awareness and develops his self-esteem. Within the framework of the study of self-awareness, self-esteem is assigned a leading role, which is why the topic of the formation of self-esteem of a person in preschool age is extremely relevant today. Self-esteem is the most important element of the personality of a person, which largely determines the foundations of life of a person, the level of his aspirations, as well as the entire system of intrapersonal judgments. It determines the dynamics and direction of the development of the subject.*

***Key words:** family education, self-assessment, developing, preschool education, preschool age.*

The relevance of the study of preschool children was determined by the reason that this age is an important and responsible period of life in terms of the development of self-awareness and the emergence of self-esteem. The patterns and features of the formation of self-esteem in childhood were studied by B.G. Ananiev, O.A. Belobrykina, L.I. Bozhovich, A.V. Zakharova, E.N. Korneeva, N.V. Klyueva, I.S. Kon, A.I. Lipkina, M.I. Lisina, V.V. Stolin, Yu.V. Filippova, I.I. Chesnokova and others.

At the same time, the analysis of psychological literature has shown that the problem of self-esteem in relation to preschool age has not been sufficiently studied. Therefore, today there is a need to investigate the self-esteem of a preschooler, emphasizing that it is formed

mainly under the influence of factors related to the family and under the influence of both parents. Social psychology traditionally pays great attention to the family, considering it as an example of a natural small social group. All the features of such a group acquire a certain specificity in the family.

A number of scholars (V.N.Druzhinin, A.N. Elizarov) suggest that one of the main problems of the modern family is the regulation of the contradictions that arise in it. The maternal and paternal relationship to the child must be a dialectical unity. Only its originality and the necessary balance can create optimal conditions for the full development of the child's personality.

It is impossible to build any coherent system of knowledge about parental positions without examining the position of the father. The marital status of a man, his family roles, the influence of a man on the formation of the psychological climate in the family remains often out of sight. At the same time, the number of scientific publications on the role of mothers in raising children is many times greater than the number of works on the role of fatherhood (G.S. Abramova, D. Bowlby, M. Klein).

In domestic and foreign psychology, there are many classifications of parenting styles.

One of the classifications is presented by A. Baldwin, who identified two styles of parenting practice: democratic and controlling. The democratic style is determined by the following parameters: a high level of verbal communication between children and parents, the involvement of children in the discussion of family problems, taking into account their opinion, the willingness of parents to help if required; at the same time - the belief in the success of the child's independent activity and the limitation of his own subjectivity in the child's vision.

A controlling style implies significant restrictions in the behavior of children, a clear and clear explanation to the child of the meaning of restrictions, the absence of disagreements between parents and children about disciplinary measures.

J. Baldwin also identified four parameters for measuring parenting behavior:

- parental control, that is, whether parents prefer to exert a great influence on children, whether they are able to insist on fulfilling their requirements, whether they are consistent in them;
- parental requirements that encourage children to develop in the intellectual, emotional and communicative spheres;
- ways of communicating with children in the course of educational influences;
- emotional support - the ability of parents to express sympathy, love and warm relationships, to feel love, satisfaction and pride in the success of their children.

In the psychological and pedagogical literature, the concept of "approach" is formulated, as a rule, as follows: an approach is a special form of cognitive and practical activity, it is an examination of pedagogical phenomena from a certain angle of view. This is a strategy for researching the process under study, this is the basic value orientation that determines the position of the researcher, this is a method of structuring the object under study.

While emphasizing the decisive role of the relationship with a close adult for the development of the child, these relationships themselves, however, are not the subject of research either in the activity-based or in the cultural-historical approach. Along with this, clinical psychologists, psychotherapists have accumulated vast experience of practical work in the field of parent-child relations (E.G. Eidemiller, A.V. Zakharov, A.Ya. Varga, A.S.

Spivakovskaya and many others), which, as a rule, it is described and interpreted in terms of Western psychology, where this topic is developed quite widely.

Classical psychoanalysis was the first scientific direction that placed parent-child relations at the center of the child's personality development. The theory of psychoanalysis has become the defining direction of the main concepts of child development, in which the key role is assigned to the problem of relations between children and parents (K.Horney, E.Erickson, etc.). Attachment theory (D.Bowlby, M.Ainsworth) has gained particular popularity. The central concept in attachment theory is the "internal working model," which is an inextricable and interdependent unity of self and other. The child is aware of himself through the attitude of the mother towards him, and the mother perceives as the source of the attitude towards herself. Thus, in the original version of this theory, attachment was understood as an attitude towards oneself and a close adult, which gives a feeling of security and safety. In modern studies carried out in line with attachment theory, there is a reorientation from the problem of studying the child's self-awareness to the study of his behavior, which is most often described in terms of social adaptation and competence. Attachment is no longer viewed as an attitude, but as a strategy for behavior with parents.

In addition to attachment theory, the theoretical model developed by E.S. is very popular in Western psychology. Schaefer, R. A. Bell (1969). E.S. Schaefer, R.A. Bell developed a dynamic two-factor model of parenting, where one of the factors reflects the emotional attitude towards the child: "acceptance-rejection", and the other - the style of behavior of the parents: "autonomy-control". Each parental position is determined by the severity of various factors and their interconnection. Despite the fact that these theoretical models were proposed more than 30 years ago, they remain practically the only ones that provide a meaningful description of the parental relationship. The overwhelming majority of modern Western research on this topic boils down to establishing the relationship between parenting style and child behavior.

Recently, cross-cultural and gender studies have become one of the most common areas of research on parent-child relationships. Research carried out on Chinese, Indian and Canadian samples has shown that each type of child's temperament corresponds to a certain parental style of behavior.

Despite the abundance of interesting facts, the psychological content of the parental relationship is described rather formally. The terminology used in this case corresponds rather to the political lexicon (authoritarianism, democracy, protection, authority, etc.), and does not reflect the entire complexity of this reality. Many terms do not have a stable meaning and have different content from different authors. To date, research is underway to study parent-child relationships, parenting, parenting positions, and scientists are trying to consider the problem in many aspects, from the point of view of new approaches.

So, M.V. Bykova offers a new approach to this problem. Her work points out that the presence of two opposite principles (unconditional love and an objective value attitude) is characteristic not only of the parental relationship, but also of interpersonal relationships in general (E.O.Smirnova, 1994). On the one hand, the other person can act as a set of individual qualities that can become the subject of assessment and comparison, on the other hand, he is an intrinsically valuable and integral personality, irreducible to partial manifestations. If the first aspect sets the boundaries of oneself and the other, generates isolation and separateness, then the second one creates community and belonging to each other. These two principles, which can be designated as objective (partial) and personal (holistic), are not different types

or forms of relationships. They form two moments, to a certain extent inherent in each specific relationship. The difference in specific relationships is reduced to the relative predominance or severity of each of these two points. The originality and internal conflict of the parental relationship lies, in our opinion, in the maximum severity and tension of both moments.

The described approach of the psychiatrist M. Bowen is interesting, who developed the theory of family systems, which differs from the classical systems approach in a number of essential features.

If in the classical systemic approach, first of all, information and communication features of the functioning of the family are distinguished, then M. Bowen's theory focuses on its emotional functioning. He introduces the concept of an emotional system, which he interprets as a complex sensory-behavioral complex.

Thus, according to psychoanalysts, the function of the mother is to provide the child with safety in life, the function of the father is to teach him, to guide him so that he can cope with the problems that the society in which he was born puts before a person.

Parents, through words and behavior, one way or another, express their attitude to certain events or actions of people, thus providing models of behavior and moral assessment. The main factors influencing the assimilation of moral norms are: 1) fear of losing parental love; 2) identification with the parent, about which Z. Freud wrote; 3) the development of empathy and a sense of guilt, initially through the assessment of the parents, and then through the explanation of the consequences of the child's actions. Father's love is conditional; it is the most important factor in the moral development of the child.

The literature notes that the child's reaction to divorce can be different. There are three types of behavior in children experiencing post-traumatic stress:

- expressive type - the child cannot restrain his emotions, he screams, cries, laughs or cries, trembles, sways;
- controlling type - the child "successfully" restrains himself, and his behavior does not differ from that of his peers. He seems even calmer than before. However, this impression is misleading: restraint can lead to unexpected and, at first glance, inexplicable illnesses;
- shock type - the child is depressed, deafened, gives the impression of a person who is in the "other world".

An incomplete family is traditionally considered as a problem family, characterized by some peculiarities arising from the "dyadic" nature of its existence and the absence of matrimonial relations in the family system.

Such a situation is quite difficult in an incomplete family, when the parent (often the mother) who remains with the child seeks to raise the child in such a way as to demonstrate to society that even in the absence of the father, her child has grown up as a worthy person. Divorce has the strongest effect on children under 6. Children aged 3-6 years after their parents' divorce often experience strong feelings of guilt and self-humiliation.

The problem of self-esteem in relation to preschool age has not been sufficiently studied. Therefore, today there is a need to investigate the self-esteem of a preschooler, emphasizing that it is formed mainly under the influence of factors related to the family and under the influence of both parents. Social psychology traditionally pays great attention to the family, considering it as an example of a natural small social group. All the features of such a group acquire a certain specificity in the family.

For a child of preschool age, his family is both a living environment and an

educational environment, and an educational environment that has the greatest impact. The family reflects both the school and the media, social organizations, friends, the influence of literature and art. This allowed teachers to deduce dependence: the success of personality formation is determined, first of all, by the family. Therefore, the role of the family in the formation of self-esteem of the individual is so great.

The content of upbringing in the family is determined by the general goal of a democratic society. The family is obliged to form a physically and mentally healthy, moral, intellectually developed personality, ready for the upcoming work, social, family life.

Self-esteem is the central link in voluntary self-regulation, determines the direction and level of a person's activity, his attitude to the world, to people, to himself. It is included in many connections and relationships with all mental formations of the personality and acts as an important determinant of all forms and types of its activities and communication. The origins of the ability to evaluate oneself are laid in early childhood, and its development and improvement occurs throughout a person's life.

In the psychological literature, both domestic and foreign self-esteem is paid great attention. Questions of its ontogenesis, structure, functions, possibilities of directed formation are discussed in the works of L.I. Bozhovich, I.S. Kona, M.I. Lisina, A.I. Lipkina, E. Erickson, K. Rogers and other psychologists. In psychological and pedagogical studies, it is noted that the basis of the free creative development of a personality is self-esteem, which determines a person's activity, his attitude towards people, towards himself.

To solve the set tasks and check the starting positions, a set of interrelated and mutually complementary methods was used: review-analytical and theoretical (analysis of literature), analysis of documents (content analysis), observation, empirical (psych diagnostic and psychological-pedagogical) and mathematical-statistical (correlation, cluster analyzes).

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THE ROLE FAIRY TALE IN SOCIALIZATION OF ELDER PRESCHOOL CHILDREN

Yusupova Muhabbat Anatolyevna
Teacher, Chirchik State Pedagogical Institute, Uzbekistan

Resume: *Ideas and knowledge about the world around them are more easily perceived by children if they are presented in the form of games, travels and fairy tales. Fairy tales are capable of giving children an idea of the world around them in an entertaining way, better understanding and understanding it. Fairy-tale forms of perception help to introduce an unusual situation into the studied material, thereby reviving it. With the help of fairy-tale images, teachers find approaches to disclosing the emotional spheres of children. Children listen to fairy tales, learn to worry about heroes, solve seemingly difficult tasks, learn to reason, give reasons for their actions and build logical chains.*

Key words: *fabulous forms of perception, fabulous works, reasoning, fairy tale.*

Cognitive fairy tales are fascinating stories with funny and clever characters in the lead roles, allowing you to form a field of knowledge, expand knowledge about the subject or phenomenon being studied. The content of a cognitive fairy tale describes those situations that require logical thinking, research of the described problem, advancement, confirmation or refutation of a hypothesis. All situations from cognitive fairy tales have a close relationship between the adventures of the heroes and the real world, which allows the preschooler to learn about the world around him in a relaxed atmosphere.

When organizing classes for preschoolers with informative fairy-tale material, it is necessary to ensure that fairy tales contribute to the child's involvement in the activity. The preschooler should show a desire to be not a passive listener, but an active participant in the event. In such classes, children acquire knowledge about logical thinking, establish the sequence of events described in a fairy tale, which is also required in everyday life. The preschooler's vocabulary is filled with new words, the ability to move thoughts is formed. Fairy tales help define the concept of ecology.

The education of preschoolers of our time carries a legislative status and is the first stage of the educational process for the growing generation. Preschool educators should pursue the goal of fostering patriotism in preschoolers, developing in them a creative and intellectually developed beginning.

It is necessary to highlight the main problem of the initial diagnosis of the development of cognition in older preschool children. The last stage of the educational process before

school education should pursue the goals of correctional and developmental work, which will indicate the observance of a significant condition of optimality in the development of the child. Subject to these conditions, preventive work will be carried out, preventing possible difficulties for schoolchildren in the process of adapting to a new stage, as well as the absence of misinformation about the educational process of the school curriculum.

Methodology (Methodology of M. B. Shumakova.)

The purpose of the methodology is to focus on the cognitive activity of preschoolers in older groups, the development of interrogation skills (ask a question).

The indicators of diagnostics are the need for knowledge, interest in knowledge, the manifestation of curiosity, the definition of hobbies.

Age: children from 5 to 6 years old, senior preschool age.

Preschoolers are the source of information.

The form and conditions of the event are not defined. Chosen individually.

User's Guide: Select 2 images that are close to preschoolers in their focus. For example: children playing, winter fun. In this case, the second image should reflect what is not familiar to the preschooler.

Next, we suggest starting the game. When explaining the rules of the game an emphasis should be made on the fact that the preschooler should not be afraid and at any time can interrupt the course of the game and ask questions of interest to him for a given period of time. Objects drawn on playing cards will definitely not leave children indifferent and the desire to learn about this subject will certainly win over silence and lack of involvement in the game. In the protocol of the event, the teacher must necessarily note all stages of the game, including age, gender and questions asked.

The processing and interpretation of knowledge means the processing of materials obtained during the game in compliance with a number of indicators:

- the breadth of coverage of the subjects shown in the pictures;
- the number of questions asked by one child;
- the type of questions.

1st type. Establishing questions are questions aimed at highlighting and identifying the object of research ("Who is this?", "What are the books on?").

2nd type. Defining questions - associated with the selection of all sorts of signs and properties of objects, the definition of temporal and spatial characteristics ("The camel loves bread?", "And what is the hat made of?", "Is the water cold?").

3rd type. Causal questions - related to the knowledge of the relationship of objects, identifying the causes, patterns, the essence of phenomena ("Why is the boy gloomy?", "Why does a girl need a bag?", "Are they frozen?").

4th type. Hypothesis questions expressing assumptions ("The boy does not go to school because he has not done his homework?", "Is the girl crying because she is lost?").

10 points - the child asked 4 or more questions of all types; 8-9 points the child asked 3 - 4 questions of all types; 4 - 7 points the child asks from 2 to 3 questions; 2 - 3 points the child asks 1 question; 0 - 1 point the child could not ask a single question. Conversion of points to level: 10 points - very high level; 8 - 9 points - high level; 4 - 7 points - average level; 2 - 3 points - low level; 0 - 1 point - very low level.

They make a conclusion about the level of cognitive activity of individual children, about the ability to ask questions. Children who cannot ask questions receive special attention in the future.

Fairy tales allow the child to highlight the theory of the structure of the world around them using metaphorical forms. Conceptions of good and evil, generosity and greed are built. The problem of uncertainty is being solved. Children learn to plan, predict the outcome of an event. The child, with the help of the recreated mythological picture of the world, solves the problem of uncertainty, builds norms of behavior. Fairy tales make the world more accessible and understandable. Animation, present in fairy tales, contributes to the development of subjectivity towards the objective world and living nature.

The tale contributes to the correct perception of preschool thinking about good and evil, defines meaningful images for the child, comprehensively describes the dynamics of development with the help of expressive means of storytelling. The personality of the child is formed correctly, within the framework of mental health.

Role-playing game, as a subspecies of educational activity, allows children to take on the roles of an adult, to fulfill his duties, albeit for a while, but the child forms in his subconscious the necessity and importance of these tasks. An excellent example of a role-playing game is the game of mothers and daughters, in which the division of roles builds not only the demographic significance of society, but also the importance of family life.

Folk tales delight children with their positive attitude, optimism, kindness and love, a wise attitude towards what is happening, help to develop sympathy and compassion, a merciful attitude towards wildlife. The fairy tales of our people are able to stir the imagination, to shape the skills of social service. The older preschooler has the first idols in the form of the heroes of Russian folk tales. Children receive roles, are able to understand their significance, develop masculinity for adulthood. Theatrical games are no less exciting and significant in the process of forming the social significance of a preschooler. In the process of theatrical play, the preschooler develops the importance of a partner, the effectiveness of interaction, begins to ponder and analyze the plot, comprehending each event.

Forming moral ideas in a child at senior preschool age, we ensure the formation in the future of such a person who will combine spiritual wealth, true moral qualities and moral purity. The main goal of upbringing, based on our chosen priority of universal human values, is the formation of a feeling, thinking, loving and active person, ready for creative activity in any field.

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INGLIZ TILI SINFIGA NUTQ SO'ZLASHNI O'RGATISH KONSEPSIYALARI

Yusupova Gulnoza
Sayfullayev Xurshid
Jizzax davlat pedagogika instituti

***Annotatsiya:** Gapirishni o'rgatishning tizimli va aniq yo'naltirilganligi ingliz tilini o'qitishning tez-tez kam baholanadigan jihati hisoblanadi. O'qituvchilar sinfda turli xil nutqiy mashg'ulotlarni namoyish qilishlari mumkin bo'lsa-da, bunday mashg'ulotlar «nutqqa o'rgatish» o'rniga «nutqni bajarish» bilan bog'liq bo'lishi mumkin. Ushbu maqolada men nutqning vakolatli o'qituvchisi bo'lish nutqning lingvistik va diskursal xususiyatlarini, ma'ruzachilarga nutqni qayta ishlashga va ishlab chiqarishga imkon beradigan asosiy nutq qobiliyatlarini o'z ichiga olgan nutqning «kombinatorial» xususiyatini tushunishni o'z ichiga oladi.*

***Kalit so'zlar:** Nutqni o'rgatish, ikkinchi tilda so'zlashish qobiliyati, ingliz tili xonasi*

Nutqni o'rgatish va o'rganish har qanday til ta'limi sinfining muhim qismidir; og'zaki nutq nafaqat sinfning asosiy kommunikativ vositasi sifatida o'rganish uchun «kelishuvlar» ni taklif qiladi, balki u o'quv rejasi mazmuni va ta'lim natijalarining muhim tarkibiy qismidir. Biroq, ingliz tili o'qituvchilari uchun nutqni o'rgatish qiyin bo'lib qolmoqda. Bu erda asosiy masala - nutq sinfiga sodir bo'ladigan narsa o'qitishni «bajarish» yoki nutqni «o'rgatish» bilan bog'liqmi. Ushbu maqolada men nutqiy kompetentsiyani o'z ichiga olgan ba'zi muhim elementlarni ko'rib chiqaman va nutqni o'qitishni muntazam ravishda hal qilishga mo'ljallangan o'quv-nutq tsiklini taqdim etaman. Ma'ruza nutqni o'qitishning yaxlit va ketma-ket yondashuvini rejalashtirish uchun markaziy bo'lgan sohalarni qanday qamrab olishini aniqlab beradigan nutq tsiklining asosiy jihatlarini qisqacha tahlil qilish bilan yakunlanadi.

Bunday kuzatuvlar kamdan-kam uchraydi, chunki boshqa tilda gapirishni o'rganish qiyin ishdir. Nutq so'zlash juda murakkab va dinamik mahorat bo'lib, u bir vaqtning o'zida bir nechta jarayonlardan foydalanishni o'z ichiga oladi - bilim, jismoniy va ijtimoiy-madaniy

- va ma'ruzachining bilimlari va ko'nikmalari real vaqtda tezda faollashtirilishi kerak. Shu sababli, nutqni lingafon xonalarida aniq o'rgatish kerakligi muhim - shunchaki bir qator mashg'ulotlar orqali nutqni «bajarish» nutqning bilimlari, ko'nikmalari va strategiyalarini o'rganish bilan bir xil emas. Ilyustratsiya qilish uchun biz sinfdagi quyidagi vaziyatni ko'rib chiqamiz:

O'qituvchi o'z karerasining boshidanoq o'quvchilarining nutq qobiliyatini rivojlantirish muhimligini anglagan. U o'quvchilarida bir-biri bilan ingliz tilida muloqot qilish uchun juda ko'p imkoniyatlar mavjudligiga ishonch hosil qilishni istadi, shuning uchun u haftasiga ikkita darsni nutq amaliyoti uchun ajratdi. U talabalari uchun ko'plab qiziqarli tadbirlarni rejalashtirgan. Uning darslari o'quv maqsadlari bilan diqqat bilan boshqarilgan. Ushbu maqsadlar talabalar nimani ishlab chiqarishi kerakligi (masalan, prezentatsiyalar, bahs-munozaralar, tavsiflar) yoki nima qilishlari kerakligi (masalan, muhokama qilish, bayon qilish, rol o'ynash) shaklida bo'lgan. Ba'zan ular mashg'ulotlarni tugatgandan so'ng, o'qituvchi ulardan natijalarni sinfning qolgan qismiga taqdim etishni so'ragan. Boshqa paytlarda u shunchaki o'qish yoki yozish kabi boshqa faoliyatga o'tishi mumkin edi.

O'qituvchi bir necha jihatdan nutq darslarini tuzishda muvaffaqiyat qozondi. Shu bilan birga, u talabalarining nutqini yaxshilashga bo'lgan ehtiyojlarini to'g'ridan-to'g'ri hal qilishda cheklovlar mavjud edi. Ijobiy tomoni shundaki, u o'z o'quvchilarining turli xil ta'lim uslublarini jalb qilishi mumkin bo'lgan turli xil tadbirlarni namoyish etdi. Shubhasiz, uning shogirdlari dars davomida muomaladan zavqlanishdi va mashg'ulotlar ularga nutq bilan shug'ullanish imkoniyatini yaratdi. Shuningdek, ular faoliyat natijalarini taqdim etish uchun ba'zi imkoniyatlarga ega edilar. Ammo ijobiyroq bo'lmaganligi sababli, darslar nutqning o'ziga xos qobiliyatlarini mashq qilishga kam tayyorgarlik ko'rdi va ularda nutqning asosiy xususiyatlarini aniq o'rgatish yo'q edi. Talabalar bilim, ko'nikma va strategiyani ishlab chiqishga e'tibor berishlari tavsiya etilmadi. Shuningdek, ularning faoliyati to'g'risida ozgina fikr-mulohazalar mavjud edi va tadbirlarni kuzatib borish juda kam yoki umuman yo'q edi.

Gapirishni o'rgatish uchun odatda tilni o'rgatishda qo'llaniladigan ko'plab yondashuvlar og'zaki tilning xususiyatlarini kam hisobga olgan va aksincha yozma matnga asoslangan grammatikalarga qaytishga moyil bo'lgan. Nutqni yozishda texnologik yutuqlar va nutq korpuslari lingvistlari tomonidan o'rnatilishi ushbu ikki aloqa uslubining o'xshashliklari va farqlari to'g'risida juda ko'p ma'lumotlarga ega bo'ldi. Til o'qituvchilari uchun ba'zi bir asosiy farqlar va odatda nutqni xarakterlovchi xususiyatlardan xabardor bo'lish juda qadrlidir, chunki bu ularga nimani o'rgatish to'g'risida ko'proq qaror qabul qilishga imkon beradi.

Nutqni o'qitish davridagi bosqichlarni hisobga olgan holda darslarni rejalashtirish orqali o'qituvchilar ushbu muammolarning barchasini hal qilishlari va nutqiy vazifalarni bajarishda o'quvchilar uchun qimmatbaho iskala bilan ta'minlashlari mumkin. O'quvchilar nafaqat mavjud bo'lgan til resurslaridan foydalangan holda ma'no ifodalash bilan shug'ullanadilar, balki o'qituvchilardan o'z faoliyatini yaxshilash uchun o'z vaqtida ma'lumot va ko'rsatmalar olishadi.

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БОШЛАНГИЧ СИНФЛАРДА ЭСТЕТИК ТУРКУМ ДАРСЛАРИДА АРТПЕДАГОГИК ТЕХНОЛОГИЯЛАРНИ ҚЎЛЛАШ

ЖДПИ катта ўқитувчиси
Куттибекова Гулжан Тулепбаевна

Аннотация. Ушбу мақолада бошлангич синфларда артпедагогика ва арттерапиядан эстетик туркум дарслари тасвирий санъат ва мусиқа дарсларида ўқувчиларини эстетик жиҳатдан тарбиялашда интегратив ёндошувнинг роли ёритилган.

Калим сўзлар: Санъат, гўзаллик меҳнат, эстетик дид, касб-ҳунар, ота-онага ҳурмат, эстетик тарбия, таълим, эстетик дунёқараши, эстетик онги, эстетик диди

Дунё таълим тизимида ҳозирги вақтда ўқувчи шахсини санъат асарлари воситасида шакллантириш ва ривожлантириш, умуминсоний кадриятлар билан яқиндан таништириш, гўзаллик ва яхшилиқни қадрлашда эстетик дид ва ижодий фаолликни рағбатлантирувчи педагогик технологияларга алоҳида эътибор қаратилмоқда.

Жаҳонда ўқувчи ёшларни эстетик тарбиялашда бадиий ижоднинг мусиқа ва тасвирий санъат турларидан кенг фойдаланиш, айниқса мусиқанинг ижобий таъсирини объективлаштириш борасида бир қатор илмий тадқиқотлар олиб борилмоқда. Ушбу тадқиқотларда невроз, эрта ёшдаги аутизм, органик мия касалликлари билан оғриган ўқувчиларни арттерапиядан фойдаланиш орқали даволаш масалаларига муҳим эътибор қаратилмоқда. Педагогика фани назарияси ва амалиётида артпедагогика ва арттерапиянинг имкониятларини янада кенгайтириш, тарбиясида нуқсон бор ҳамда соғлом ўқувчиларни эстетик-ахлоқий тарбиялашга доир технологияларни бошлангич таълим тизимидаги бадиий-эстетик туркум фанлари мазмунига сингдириш долзарб аҳамият касб этмоқда.

Мамлакатимизда ёш авлодни миллий ва умумбашарий кадриятлар, дунё маданияти ютуқлари билан таништириш, гўзаллик туйғусини, эстетик эҳтиёж ва дидни ривожлантириш мақсадида таълим ва маданият муассасалари фаолиятини жонлантириш ва такомиллаштириш масалалари давлат сиёсати даражасига кўтарилганлиги боис арттерапия ва артпедагогиканинг ривожланишига шарт-шароит яратилмоқда. Халқ таълими тизимини 2030 йилгача ривожлантириш концепциясида "...ўқитиш усулларини такомиллаштириш, таълим-тарбия жараёнига индивидуаллаштириш тамойилларини босқичма-босқич татбиқ этиш, муқобил ёндашувларни ўрганишга ва илмий асослашга йўналтирилган амалий характердаги илмий изланишларни ривожлантириш, замонавий таълим технологияларидан

фойдаланишни кенгайтириш”¹⁷ каби устувор вазифалар белгиланган. Бу борада ўқитувчиларнинг таълимий мақсадларига эришишда ёрдам берадиган фаол йўналиш ва технологияларни излашдан мақсад - маънавий бой, ижодий фикрлайдиган, баркамол ривожланган фуқаро шахсини тарбиялаш бўлиб, бу муаммога ижтимоий ва педагогик жиҳатдан муҳим ва моҳиятли деб қарашимизга имкон беради.

Артпедагогика илмий ва педагогик амалиётларда нисбатан янги йўналиш саналади. Матбуот ва интернет материалларига мурожаат қилганимизда артпедагогика ресурсларидан тўлиқ фойдаланилмаётганининг гувоҳи бўламиз. Амалиётчиларнинг қўлида артпедагогика психолог ва психотерапевтлар томонидан қўлланилиб келинаётган арттерапия ўрнида ишлатилиб келинмоқда, яъни ўқувчиларнинг хулқи, уларнинг шахси ва характерини коррекциялашда, дарс жараёнида яхши муносабат муҳитини ўрнатишда, болалар ва катталар муносабатини коррективроқ қилиш ва ҳоказоларда.

Артпедагогика фақат бошланғич синфларда – тасвирий ва мусиқий фаолият, дарс жараёнини тинчлантириш мақсадларида қўлланилмоқда.

Педагог ва олимлар В.П.Анисимов, Н.Ю.Сергеева, М.Ю.Алексеева артпедагогика ва арттерапияни қўйидагича тушунишади: шаклланган санъат воситасида тарбиялашнинг эски стереотип тушунтирувчи кўрғазмали методларига (анъанавий, авторитар) альтернатив сифатида; турли педагогик масалаларни ечишда санъатнинг универсал йўллари, умумий механизм, тамойил ва қонуниятларини ўрганувчи педагогика фанининг амалий йўналтирилган янги йўналиши сифатида; боланинг бадиий маданияти асосларини шакллантирувчи ривожлантирувчи жараённинг (ривожланиш, тарбиялаш, ўқитиш ва коррекциялаш) барча компонентларини ўзида мужассам этган санъат воситалари бирлиги сифатида; бу алоҳида ёндашув бўлиб, унда урғу санъатни ўрганишдан субъектив тажрибага (рефлексия) кўчади, яъни (ўқувчининг) ўзининг ҳолати, сезгиси, қуйинчаклиги, тафаккур юритиши, оламга ва ўз-ўзига муносабати сифатида.

Назаримизда, ушбу тушунчага атрофлича кенг ва аниқ таърифни таниқли олимлар Е.А.Медведева, И.Ю.Левченко, Л.Н.Комисарова, Т.А.Добровольскаяларнинг изланишларида ҳам кўрамиз. Уларнинг фикрича, артпедагогика (бадиий педагогика) махсус таълимда – бу икки илмий билимлар (санъат ва педагогика) синтези бўлиб, у болаларнинг бадиий ривожланишини таъминловчи педагогик коррекцион-йўналтирувчи жараён саналади ҳамда балаларнинг бадиий маданиятини санъат орқали, бадиий-ижодий фаолият орқали тарбиялайди.

Ҳозирги пайтда фанда арттерапия фанлараро билим соҳаси саналади, у ўзида тиббиёт, педагогика, маданиятшунослик, психология ва бошқа илм соҳаларини мужассамлайди. Унинг моҳияти санъатнинг субъектга терапевтик ва коррекцион таъсири саналади ва у ўқувчининг психик травма олгандаги ҳолатини бадиий-ижодий фаолият орқали ечишга қаратилган.

Артпедагогика ва арттерапиянинг асосий мақсади – ривожланишида муаммоси бўлган болаларни гармоник ҳар томонлама ривожлантиришдан иборат ва у коррекцион-шахсий ва фаолиятли ёндашувларга таянади; ўқувчиларнинг турли рухий

¹⁷ Ўзбекистон Республикаси Президентининг 2019 йил 29 апрелдаги ПФ-5712-сонли «Ўзбекистон Республикаси халқ таълими тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида»ги Фармони. – Қонун ҳужжатлари маълумотлари миллий базаси, 06/19/5712/3034-сон, 29.04.2019 й.

сифатлари ҳамда шахснинг бадиий маданиятини шакллантириш хусусиятларини ривожлантириш, унинг микро ва макро муҳитда жамоавий ва маданий фаолиятда иштирок этиши, турли тажаввузларни бартараф этишга алоҳида эътибор қаратилади. Ривожланишида муаммоси бор болаларга артпедагогика дунёни унинг барча турфалилиги ва гўзаллигида кўришга ҳамда фаолиятнинг бадиий турларида дунёни ўзгартиришга ўргатади. Санъат (болага) дунёни англашда ижобий манба саналади, у болада креативлик қобилиятини дунёга келтиради. Шунинг учун уни ижтимоий-педагогик технологияларнинг самарали воситаси сифатида қараш мумкин.

Артпедагогика ва арттерапияни ўрганиш ва ривожлантириш Ўзбекистонда алтернатив (муқобил) мактабларни такомиллаштиришнинг навбатдаги қадами саналади.

Артпедагогика илмий ва педагогик амалиётда нисбатан янги йўналишдир. Даврий нашрлар, Интернет материаллари ва хабарлардаги мавжуд нашрларга мурожаат қилиш орқали билдикки, артпедагогика имкониятларидан тўлиқ фойдаланилмаяпти. Аксарият амалиётчилар кўлида артпедагогика деб психотерапевт ва психологлар томонидан шахсни тинчлантириш, ўспириннинг хатти-ҳаракатларини, шахснинг ўзига хос хусусиятлари ва феъл-атворини тузатиш, дарсларда дўстона муҳитни яратиш ва болалар ҳамда катталар ўртасидаги муносабатларни тартибга солиш муаммоларини ҳал қилишда фойдаланиладиган арттерапия билан алмаштирадилар. Дарснинг режаси бўйича артпедагогикадан фақат бошланғич мактабда фойдаланилади, шу билан бирга тасвирий, мусиқий фаолиятда дам олиш лаҳзаси сифатида фойдаланилади.

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АРТ-ПЕДАГОГИЧЕСКИЕ И АРТ-ТЕРАПЕВТИЧЕСКИЕ ТЕХНОЛОГИИ НА УРОКАХ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА

**Куттибекова Гулжан Тулепбаевна,
исследователь Джизакского ГПИ
Пайзикулова Гавхаршодбегим Одилжоновна, 410-группы**

Аннотация: в статье речь идет о становлении как нового направления артпедагогики и арттерапии.

Ключевые слова: артпедагогика, арттерапия, психотерапия, художественная педагогика, живопись, графика, искусство, изобразительное искусство.

Теоретический анализ проблемы формирования эстетической культуры младших школьников позволил сделать вывод, что в основе начальных эстетических представлений и понятий учащихся лежит чувственное освоение образов, т. е. многократное переживание в процессе эстетического восприятия объектов и явлений действительности и произведений искусства.

На этой основе у младших школьников формируются элементарные эстетические знания, эмоции и чувства; далее – потребности, интересы и склонности; наконец, эстетический вкус и способность к творческой деятельности, эстетическому поведению. Поэтому содержанием эстетического воспитания младших школьников **на любом предмете художественно-эстетического цикла** выступает педагогическая деятельность по передаче начальных эстетических знаний, развитию способностей эмоционально-чувственного восприятия и эстетической оценки, накоплению опыта эмоционально-чувственных переживаний, формированию эстетических интересов, элементарных умений и навыков эстетической деятельности.

Комплексное решение художественных и психологических задач на уроке изобразительного искусства также обеспечивается разнообразными арттерапевтическими **упражнениями** (А.И. Копытин). [4; 336-с]. Это могут быть:

1. **Творчески-развивающие упражнения**, предполагающие работу с разными изобразительными материалами и имеющие целью общую активизацию и развитие сенсомоторной сферы (например, разминая кусок глины, сосредоточить внимание на своих ощущениях).

2. **Личностно-рефлексивные упражнения** «Общие» темы и упражнения, позволяющие изучать проблемы детей и выразить самые разнообразные переживания (рисунки на свободную тему или на заданную значимую тему - «добро и зло», «страх» и пр.). Такие упражнения направлены на формирование самооценки, самопонимания, умения выражать и понимать свои чувства и ощущения.

3. **Аналитически-рефлексивные, упражнения**. Затрагивание тем, связанных с восприятием себя, позволяющих изучать систему отношений детей и положительно влиять на ее изменения (нарисовать или вылепить автопортрет; изобразить, каким тебя видят друг и недруг; нарисовать свой герб, отражающий характерные свойства личности и т.п.).

4. **Семейно-коммуникативные упражнения** и темы, позволяющие изучить отношения в семье ребенка с целью выявления причин нарушений поведения и их последующей коррекции (с помощью песочницы и разных фигурок скомпоновать какую-то бытовую сцену; изобразить членов семьи в виде животных или предметов).

5. **Фантазийно-изобразительные упражнения** (работа воображения) на основе направленной визуализации (представления какого-то зрительного образа) или материала сновидений (дети с помощью арттерапевта вызывают у себя образ на какую-то тему, например путешествие на необитаемый остров (Галактику, волшебный лес, в сказочный замок и др.) и изображают наиболее яркие впечатления, которые затем обсуждаются).

6. Коммуникативно-социальные упражнения, помогающие при разрешении конфликтных ситуаций или служащие для профилактики конфликтного поведения в семье, школе (изображение конфликта в конкретном или метафорическом виде с последующим обсуждением; создание композиций на тему «гроза», «шторм», «взрыв»; крупномасштабная работа с использованием малярных кистей, губки и пр. для «выпускания пара»); рисование историй возникновения конфликтов в подгруппах по 2-5 человек с последующей передачей рисунков другой подгруппе, которая пытается определить содержание рисунка, роли отдельных участников и их точки зрения).

7. Парные и одиночные (индивидуальные) упражнения, которые ребята принимают и выполняют с удовольствием:

Рисование в «воздухе» (индивидуальное). Педагог рисует в воздухе какую-либо фигуру, изображающую простой предмет. Затем просит ребенка повторить изображение сначала в воздухе, а потом на бумаге. Например, рисование бабочек, цветов, вазы.

Озорные рисунки (парное). Упражнение выполняется в парах. Один из участников задумывает геометрическую фигуру (цифру, букву) и «рисует» ее в воздухе губами, представляя, что в них зажат карандаш, который нельзя ронять. Задача второго – отгадать «нарисованное». Затем происходит смена ролей.

Работа с пластилином (парное).

Если участники лепили в одиночку, то им предлагается найти сходный в чём-то другой образ и объединиться в пары. Их задача – под музыку слепить общий ресурс (если до этого они лепили негативный образ) или то, что является для них защитой, приносит радость. На этапе обсуждения важно проговорить название их образа и что он несёт людям. Как лепили участники? Как они разрешали возникающие конфликты? Кто доминировал, кто подчинялся, и было ли комфортно детям в этих позициях? Какие чувства возникали и какое чувство преобладает при завершённом результате? Важно подчеркнуть вклад каждого в работу и в конце устроить выставку работ.

Работа с бумагой для создания коллажа (индивидуальная)

Участникам предлагается с помощью бумаги (различные журналы, цветная бумага, картон, фольга и т.д.), ножниц и клея создать образ чего-то, в зависимости оттого, какая тема предъявлена. Например: «Мой любимый предмет», «Школа будущего», «Трудные предметы». Работа длится, пока звучит музыка.

Работа с бумагой для создания коллажа (коллективная).

В зависимости от количества учащихся, класс разбивается на 2-3 команды. Рекомендуется отбирать в одну команду детей с разными статусами (способностями), с тем, чтобы отвергаемые и не принимаемые дети могли показать свою индивидуальность. После этого им также даётся тема и предлагается в течение некоторого времени создать коллективный рисунок, используя только бумагу, ножницы и клей.

Таким образом, комплексный характер применения артпедагогических и арттерапевтических технологий на уроках изобразительного искусства способствует усилению педагогического влияния на интеллектуальное, художественно-эстетическое, и творческое развитие личности школьника.

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INGLIZ TILIDA GAPIRISH MALAKASINI RIVOJLANTIRISHDA O'ZBEK TILINING O'RNI

Nazarova Feruza Sindorqulovna JDPI o'qituvchisi
Rashidova Shalola Nasimjon qizi JDPI talabasi

***Abstrakt:** Mazkur maqolada ingliz tilini o'rganishdan avval o'z ona tilini bilishi kerakligi haqida fikr yuritiladi.*

***Tayanch tushunchalar:** Ona tili - o'zbek tili, grammatika, gap bo'laklari, gap tuzilishida tartib, zamonlar*

Bugungi kunda biz ingliz tilini o'rganish jarayonida, albatta, o'zbek tiliga taqqoslab o'rganamiz. "O'zbek tili amaliy grammatikasi" fani ta'lim muassasasida o'zbek tili o'qitishning bosh maqsadini ro'yobga chiqarishni tilning jamiyatda tutgan o'rni, bajaradigan vazifasini talabalar ongiga singdirishdan boshlaydi. Fikr faqat til yordamida ro'yobga chiqadi. Shuning uchun ham har bir kishi undan foydalanishni bilishi va avvalo uning o'zini to'la-to'kis o'rganib olishga harakat qilishi zarur. Tilni o'rganish bu faqat uning grammatik qurilishini bilish, tushuncha, ta'rif va qoidalarni o'zlashtirib olish emas, balki ona tilining boy imkoniyatlaridan foydalanib, fikrni og'zaki va yozma shakllarda to'g'ri, ravon ifodalash malakalarini egallashdan iboratdir. "O'zbek tili amaliy grammatikasi" fani talabaga ona tilining grammatik qonuniyatlarini o'rgatish bilan birga, tilning serqirra imkoniyatlaridan nutqda foydalanish me'yorlarini ham o'rgatadi.

O'zlashtirish jarayonida amalga oshiriladigan vazifalar doirasida hozirgi o'zbek tili qonun-qoidalari, fonetika va orfoepiya, grafika va orfografiya, so'z ma'nosi, til lug'at tarkibi taraqqiyoti, frazeologiya, til lug'atining funksional-uslubiy toifalanishi, leksikografiya, so'z yasalishi, morfologiya, so'zlarning turkumlarga bo'linishi, ot, sifat fe'l, ravish, yordamchi so'z turkumlari, ularning matnda qo'llanishi, sintaksis bo'limi, gap: sodda gap, qo'shma gap, murakkablashgan gap, ularning lug'aviy-grammatik tabiati, qo'llanish o'rinlari va uslubiy xususiyatlari haqida chuqurroq bilimga ega bo'lishi; hozirgi o'zbek tili va uslubiyatining umumiy muammolari, tushunchalari, ayniqsa, funksional uslublar va uslubiy normalarga oid nazariy bilimni atroflicha o'rganishi; til birliklaridan to'g'ri foydalanib, fikr ifodalay olishi;

adabiy til normalari, ularning funksional uslublardagi o'ri, nutq madaniyati nazariy asoslarini egallash kabi bilim, malaka va ko'nikmalarga ega bo'lishi kerak. Deyarli O'zbekistonning uchdan ikki qismi ingliz tilini o'rganishga, gapirishga harakat qilmoqda. Bu talabga muvofiq turli ingliz tilini o'rgatuvchi o'quv kurslari tashkil etilgan. Ushbu kurslarga ko'plab yoshlar qatnashib ingliz tilini o'rganishmoqda. Ammo ingliz tilini o'rgatuvchi mutaxassislar ingliz tilini o'rganuvchi o'quvchilarga dars jarayonida, ya'ni ingliz tilini o'rgatish vaqtida bir qancha qiyinchiliklarga duch kelishmoqda. Sababi chet tilini o'rganuvchi chet tilini o'rganishdan avval o'z ona tilini yaqindan bilmasligidir. To'g'ri, ular ona tilida (o'zbek tili) gapirishadi, ammo so'zdan so'zning farqi haqida, grammatikasi haqida, fonetikasi haqida yetarlicha bilimga ega emaslar.

Ingliz tili grammatikasi biroz chuqur o'rganishni talab etadi. Chunki ingliz tilida zamonlar soni, gap tuzilishidagi tartib o'zbek tilidan tubdan farq qiladi. Ingliz til grammatikasini o'rganishni oldiga maqsad qilib qo'ygan kishi, eng avvalo, o'zbek tilining sintaksis bo'limini, o'zbek tilining izohli lug'atidagi so'z va atamalarning hamda shu atamalarning ingliz tilidagi muqobillari yaxshi o'zlashtirib tugatish kerak.

Men o'quvchilarga ingliz tilida gap tuzish uchun oson va tushunarli usullardan foydalanishga harakat qilaman. O'quvchi, eng avvalo, gap bo'laklari haqida yetarlicha bilim-ko'nikma hosil qilib, eganing, kesimning aniqlovchining, to'ldiruvchining, holning so'roqlarini yod oladi. O'quvchilar o'zbek tilida gap bo'laklarini bilib olgach, o'zbekcha gaplarni ingliz tiliga tarjima qila boshlaydi.

Masalan,

o'zbek tilidagi gap	men	Kecha	qoidalarni	yozdim
So'roqlari	kim?	qachon?	nimani?	nima qildim?
Gap bo'lagi	ega	Hol	to'ldiruvchi	kesim

Ingliz tilidagi tartibi: birinchi ega, ikkinchi kesim, uchinchi to'ldiruvchi, to'rtinchi aniqlovchi, beshinchi hol. Demak yuqoridagi gapni ingliz tiliga tarjima qilamiz.

I wrote rules yesterday.

Bu usul juda oddiy va juda oson. Bu usulda o'quvchi o'zbek tilidagi gapni ingliz tiliga qiyinchiliksiz tarjima qila oladi. Chunki yuqoridagi usulda, o'zbek tilidagi gapni bosqichma-bosqich ingliz tiliga tarjima qilingan.

Ingliz tilida gap tartibi o'zbek tilidagi gap tartibidan farq qiladi:

Ega, kesim, to'ldiruvchi, aniqlovchi, hol.

Yuqoridagi usulda 3-bosqichi ana shu tartibni ko'rsatgan. Sekin - asta o'quvchi o'zbekcha matnlarni ham ingliz tiliga tarjima qila oladi. O'quvchida o'zbek tilidan ingliz tiliga tarjima qilish ko'nikmasini hosil bo'la boshlashi bilan, ingliz tilidan o'zbek tiliga tarjima qilishni mashq qila boshlashi talab etiladi. Chunki o'quvchida ikkala ko'nikma ham bo'lishi zarur. Ikkala ko'nikmani o'quvchida shakllantirish jarayonida uning nutqi o'sib boradi. Fonetika bo'yicha bilimlari o'quvchiga nutqini o'stirishda muhim rol o'ynaydi. O'quvchilar Inglizcha matnlarni nafaqat tarjima qiladi, balki yodlab, so'zlab berishadi. Ushbu jarayonda o'quvchilar talaffuzidagi nuqsonlardan xoli bo'lib boradi. Bunday vaziyatda o'qituvchidan o'quvchining fonetik kamchiliklarini to'g'irlab, to'ldirib borishi talab etiladi. O'quvchi kichik

hikoya, ertaklarni tarjima qilishga harakat qiladi. Bunday paytda o'quvchilarga ertak kitobchalar o'qish va tarjima qilish tavsiya etiladi

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ORGANIZATION OF THE ECOLOGICAL ENVIRONMENT IN PRESCHOOL EDUCATION

Raximbayeva Aziza Abdumannabovna
Teacher, Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** At present, there is a deterioration of the ecological situation in the world due to the influence of techno genic factors, many of which have a detrimental effect on the environment. The negative aspects of the problem of human relations with the environment can be resolved only if the quality of the ecological education of the population, its ecological culture and upbringing, and the implementation of the principles of moral and sustainable development are improved. The process of realizing the need to change the life paradigm should take place as soon as possible, until nature has lost the ability to adapt to the consequences of the development of civilization, until natural resources have dried up and irreversible environmental disasters have not occurred. Therefore, it is necessary to improve the environmental education of the younger generation, which will subsequently have a great impact on the scientific knowledge of the environment, which ultimately will affect its improvement and transformation. It is at this age that a person's worldview is laid, his attitude to the world around him. The goal of environmental education in childhood is to develop in preschoolers a cognitive, emotional-moral, practical-active attitude to the environment and to their health based on sensory and emotional knowledge of the natural and social environment of a person.*

***Key words:** ecological education, environment, health, social subject, ecological culture.*

The most important factor in the formation of a human personality is the environment. All its aspects - the social objective component of nature - have a developing effect. One cannot but agree with A.I. Arnoldov, who asserts: "Today, with particular evidence, a full-fledged, diverse self-organizing cultural environment is essential for the normal existence of society. It is this environment that is the most important factor in the spiritual formation and improvement of the personality of its physical objective environment, its influence on the mental state. Activity began abroad relatively recently in the second half of the past These issues are discussed mainly by artists-designers, architects, decorators. As a particularly significant factor stands out as the factor of landscaping the interiors of ideals, interests, needs.

As the analysis of pedagogical literature has shown, the solution to this problem has found a serious scientific justification in Soviet pedagogy. Gradually, more and more significant ways of knowing the world around were distinguished, the content and methods of

natural history work were developed (A.Ya. Gerd, D.N. Kaigorodov, V.V. Polovtsev).

Gradually, a new area began to be developed in pedagogical theory - the theory and methodology of environmental education for preschoolers, which determines the content, principles, methods, forms of environmental education. The theoretical basis of the methodology of environmental education is a number of studies in the field of preschool pedagogy. A special contribution to the development of environmental programs and innovative forms and methods of environmental education for preschoolers was made by I.A. Khaidurova, S.N. Nikolaeva, E.F. Terentyeva, Z.P. Bad, N.N. Kondratyeva, A.M. Fedotova, L.S. Ignatkina, T.V. Khristovskaya, N.A. Ryzhova, M.K. Ibragimova, E.E. Barannikova, I. A. Komarova, T. G. Tabunashvili, N.E. Chernoiivanova, A.N. Potapova and others.

Analysis of the literature of researchers in the field of theory and methodology of ecological education of preschoolers (I.D. Zverev, I.T. Suravegina, S.N. Nikolaeva, A.V. Mironov, L.V. Moiseeva, etc.) made it possible to formulate the basic ecological concepts ... Environmental education is a continuous process of teaching, upbringing and personal development, aimed at forming a system of scientific and practical knowledge, value orientations, behavior and activities that ensure a responsible attitude of a person to the surrounding social and natural environment. Environmental education is an impact on the consciousness of people in the process of the initial formation of a personality and in the subsequent time with the aim of developing social and psychological attitudes and an active civic position, a careful attitude to the totality of natural and social benefits.

Being an active being, the child transforms the environment in the process of open, dynamic and dialogical interaction. In the cultural and historical concept of ontogenetic development of the psyche, the outstanding Russian psychologist L.S. Vygotsky, considering the environment as a source of the development of higher mental functions, paid special attention to the child's attitude to the environment. As the main unit for studying this relationship, L.S. Vygotsky defined the "key experience" as "a knot in which the manifold influences of various external and internal circumstances are tied." Revealing the nature of the influence of the environment as a source of feelings and activities of the child presupposes studying it not in its "absolute indicators", but in relation to the child.

In the studies of psychologists of various directions, the dependence of human behavior on the characteristics of the environment has been revealed. Defined different types of environmental behavior, such as territoriality and personalization (T. Niit, A. V. Petrovsky, M. Heidmets, R. Barker, R. Gump, R. Sommer). Territoriality of behavior implies control over the environment, which acts as an object. Personal behavior in the environment means identification, continuation of oneself with its help, i.e. "Materialization of their individuality."

In general, in the history of science, it is possible to distinguish various approaches to understanding the essence of the process of interaction between the child and the environment, developed in the mainstream of experimental pedagogy, pedology, reformist pedagogy (M.Ya.Basov, P.P. Blonsky, S.S. Molozhavy, S. Bayr -Klimfinger, E. Meiman, M. Montessori, S. Hall, R. Steiner and others). In the biogenetic approach, the nature of the influence of the environment is determined by the innate characteristics of the child. The environment acts as a "key" for ordering the child's inner world, providing conditions for the deployment of the internal biogenetic program. In the sociogenetic approach, the main pedagogical role is assigned to environmental factors, which, having a positive or negative influence, determine the development and education of the child's personality. (M.I.

Vasilieva).

The content of environmental education includes two aspects: the transfer of environmental knowledge and their transformation into attitude. Knowledge is an indispensable component of the process of forming the principles of ecological culture, and attitude is the final product. Environmental knowledge forms a conscious attitude and gives rise to environmental awareness. An attitude built outside the understanding of natural relationships in nature, socio-natural relationships of a person with the environment cannot be the core of ecological consciousness, because it ignores objectively existing processes and relies on a subjective factor (Nikolaeva S.N.).

The content of environmental education of preschool children is presented in modern programs of environmental education of preschoolers: "Our home is nature" (N.A. Ryzhova), "We are earthlings" (N.A. Veresov), "Semitsvetik" (V.I. Ashikov , SG Ashikova), "Young ecologist" (SN Nikolaeva), "The planet is our home" (IN Belavina, NG Naydenskaya) and others. These programs are aimed at educating preschool children age of ecological culture, humane, conscious attitude to the surrounding world. All programs offer a complicated version of the content of knowledge about nature, which is necessary for the gradual assimilation of preschool children, pedagogical models of leadership of the ecological and pedagogical organization of the ecological environment in preschool educational institutions.

For many years, a consumerist, anthropocentric approach to the formulation and solution of problems, including in education, has prevailed in our society. The main feature of this approach: man is the measure of all things, the "lord and master" of nature, who has the right to change it for his needs (according to ID Zverev). For the first time, the question of the need to change the prevailing stereotypes in the environmental education of preschoolers was raised by ecologists in 1997.

Analysis of the methodological literature of the 50-80s (S.A. Veretennikova, P.G. Samorukova, M.M. Markovskaya, etc.) made it possible to consider the traditional approach, where:

objects of the surrounding nature are considered primarily from the point of view of danger or benefit to people. It is assumed that a person can change nature at his own discretion to create the most comfortable conditions for his life, without taking into account natural laws. A negative attitude is formed, first of all, towards predators (wolves attack sheep, foxes steal chickens, etc.), poisonous plants, mushrooms (edible and inedible, poisonous), insects (M.M. Markovskaya "A corner of nature in a kindergarten "). The author does not recommend catching and placing butterflies in cages, there are few of them left in the city. However, in order "for children to understand what harm the caterpillars - leaf beetles do to plants", the author suggests observing. As a result, children are clearly convinced, "... how caterpillars hit the leaves in a short time," and the teacher talks about the benefits of birds destroying such caterpillars. A contradictory situation develops: children at the same time receive information from the educator that butterflies are beautiful, need careful treatment, and the caterpillar (the stage of development of a butterfly!) Is harmful, they need to be destroyed;

- consumer approach to nature - nature (forest) gives us berries, mushrooms, wood, fuel, so we must protect it.

the emphasis on the cultivation of cultivated plants, plants and animals should be an interior decoration (P.G. Samorukova).

cutting branches, trapping wild animals for collections and observations in

kindergarten (S.A. Veretennikova).

For the first time, the question of the need to change traditional approaches in the environmental education of preschoolers was raised by N.A. Ryzhova in 1997.

She considers: -nature as a "home" for living beings, including man, as an intrinsic value of nature; a tree is a "home" for animals, its connection with other plants, its significance for air purification, aesthetic value, its role in human life; the role of fungi in the circulation of substances (in the closest examples - in a garden, park, in a forest) and in the life of other organisms, connection with trees; take into account the laws of nature, act within their framework, help, first of all, organisms that live in a changed environment, next to us; the role of each organism in nature, their place in food chains, intrinsic value; emphasis on communication with objects of natural nature, plants and animals serve as a means of learning; organization of observations of objects directly in nature, without harming organisms (N.A. Ryzhova does not recommend keeping wild animals in kindergarten).

Thus, in the course of the research, we identified the research problem, studied the pedagogical and psychological literature, analyzed the educational process of the preschool educational institution, developed general approaches to solving the problem, which made it possible to consider the pedagogical conditions for organizing the ecological environment in the preschool educational institution, substantiate the topic and research hypothesis.

The ecological environment in kindergarten is, first of all, specific individual animals and plants that have settled in the institution for a long time and are under the care of a team of adults and children. We have considered the pedagogical conditions for organizing the ecological environment in a preschool institution. It is necessary to improve and update the content of environmental education in preschool institutions through the introduction of innovative programs in the pedagogical process; introduction of joint forms of work with parents in the pedagogical process (environmental actions, expeditions, subbotniks, holidays, etc.); systematic professional development of teaching staff (mastering the methods of environmental education, improving environmental propaganda among parents); introduction of new forms and methods of ecological work with children.

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IMPROVING THE PHYSICAL HEALTH OF YOUNGER PRESCHOOL CHILDREN

Ashirova Madina
Teacher, Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** The physical health of a person is usually considered as the natural state of the body, which is conditioned by the normal operation of all its systems and organs. Factors such as stress, lack of physical activity, unbalanced diet or bad habits can, as well as other unfavorable conditions, affect not only the social sphere of a person's life, but can also cause the appearance and development of certain diseases of a chronic nature. In order for the prevention of these diseases to be carried out, a person should lead a healthy lifestyle. It is customary to consider physical development as the basis for a healthy lifestyle.*

***Key words:** strengthening of physical health, preschool education, organism, physical development, healthy lifestyle.*

Regular jogging, swimming, ice skating and other types of physical activity makes it possible to maintain the body in the necessary physical shape, and also makes it possible to maintain an overall positive attitude. A healthy lifestyle also reflects a certain life position, which is aimed at developing hygiene skills and culture, as well as maintaining and strengthening health, maintaining an optimal quality of life.

Physical health seems to be the most important component, which refers to the complex structure of the state of human health. Physical health is determined by the properties of an organism, which is a complex biological system that has integral qualities that are not characteristic of its individual elements, which are represented by cells, tissues, organs and organ systems. These elements are out of touch with each other, due to their support of individual existence is impossible.

Physical health can be viewed as a level that corresponds to the development and functioning of those capabilities that relate to organs and organ systems. As a basis, which corresponds to physical health, it is customary to consider functional and morphological reserves that are contained in cells, tissues, organs, as well as in organ systems that enable the body to adapt to the effects of various factors on it. As a material basis for the formation of physical health, it is customary to consider a biological program, which refers to the

individual development of the human body. This program is mediated due to the basic needs that dominate in humans at certain stages that correspond to the individual development of the organism, which is called "ontogenesis". On the one hand, basic needs can be considered as a trigger for human biological development, and on the other hand, they provide the individualization of the process.

Physical health, in its most general form, can be defined as the state of the human body, which is characterized by its ability to adapt to certain environmental factors. In addition, physical health can be characterized by the physical and functional readiness of the body to perform physical activity.

As the main factors that are related to the physical health of a person, the following factors can be attributed:

- ✓ the level that characterizes physical development;
- ✓ the level that characterizes physical fitness;
- ✓ the level that characterizes the body's readiness to perform physical activity;
- ✓ the level and ability to mobilize the body's adaptive reserves, which ensure its adaptation to the effects of certain factors that characterize the environment.

An objective fact can be considered that physical health determines the viability of the human body.

Physical development can also be considered as a biological process, which is associated with the formation and change of the natural functional and morphological properties that the human body possesses throughout a person's life.

With physical development, the following three groups of indicators change.

It is customary to include indicators that relate to physique in the first group. This group of indicators can include body length, body weight, posture, volumes and shapes of individual parts of the body, the amount of fat deposition, etc. These indicators, first of all, characterize the biological form or morphology of a person.

The second group includes those indicators that relate to human health. Due to these indicators, functional and morphological changes that relate to the physiological systems of the human body are reflected. It should also be noted that the main influence on health is exerted by the functioning of such systems as the cardiovascular, respiratory, central nervous system, the system of the digestive and excretory organs, as well as the mechanisms of thermoregulation.

The third group includes those indicators that relate to the development of physical qualities. It is customary to refer to physical qualities as strength, speed abilities, endurance, flexibility, coordination abilities. The physical development of a person, if necessary, can vary in a wide range, when a person practices physical exercise, good nutrition, work and rest.

Until about the age of 25, which is characterized by a period of formation and growth, most of the morphological parameters increase in size. The body functions are being improved. Further, until the age, which is 45-50 years, there is a stabilization of physical development at one level or another. Further, in the process of aging, there is a gradual weakening and deterioration of the functional activity of the body. Also, during aging, body length and muscle mass may decrease.

Physical development, which is a process of changing the indicators discussed above during a person's life, depends on many reasons and is determined by a number of regularities. Successful management of physical development is possible only when the known specified patterns and when the process of physical education takes them into account.

The psyche of a modern person is subject to powerful negative influences, which are caused by various social, natural and everyday factors. Accordingly, special measures are needed to maintain and improve mental health.

By mental health it is customary to understand a person's ability to adequately respond to stimuli of an external and internal nature. Also, the presence of mental health is realized in a person's ability to balance himself with his environment.

Under social health, it is customary to consider the measure of social activity, as well as the activity of an individual in the world. Social health is realized in the presence of the ability to form and use for self-preservation the subjective ideas of people about the external world, as well as about their own role in the external world. This component of health is reflected in social connections, resources, and the ability to communicate. Social health can be measured proceeding from a person's ability to survive in a political and socio-economic environment. This ability can be expressed in the ratio of what this or that person receives from society and what it gives to this society.

Social health can be defined using those moral principles that represent the foundation of a person's social life. As distinctive features that indicate a person's social health, one can single out his conscious attitude to work, the degree of his mastery of cultural knowledge, as well as the fact that he has an active rejection of habits and mores that are in conflict with a normal lifestyle.

The level of a person's professional health can be characterized by the functional state of a person, which is determined according to his mental and physical indicators. An assessment of professional health is necessary in order to determine a person's ability to carry out a particular professional activity. With its help, you can also determine the level of resistance to certain adverse factors that accompany this professional activity.

The main indicator that characterizes the professional health of a person can be considered a person's work capacity.

Professional performance is defined by three groups of indicators, which include:

physical status;

psychological status;

factors of a social nature.

The physiological indicators of health can include the rate of increase in heart rate and the type of reaction that relates to the cardiovascular system during exercise. The rate of pulse recovery after exercise is also considered, the level that reflects the fitness of the body is considered, a reserve that corresponds to the cardiorespiratory system, a reserve that corresponds to health is determined. In addition to the above, it is also customary to consider the level of biochemical parameters, which are characterized by the content of total cholesterol in relation to the level of high density lipoproteins that are contained in the body.

In order to assess the level of physical health, the express method is widely used, which includes the use of indices that correspond to body weight, respiration, hand strength, the level of development of the cardiovascular system, as well as the recovery time of the heart rate after performing 20 squats per within 30 seconds. Each of the indicators can be evaluated in points. After that, the total score is calculated. If, when calculating all 5 indicators, the total score is less than or equal to 3 points, then we can talk about a low level of health. In the event that the sum of points is equal to 4-6, then we can say that the level of health is below average. With a total of 7-11 points, we can already talk about the presence of an average level of health. In the event that the total score reaches 12-15, then the level of

human health is above average. If as a result of the test it is possible to score 16-18 points, then in this case it can be evidence that the person has a high level of health.

A person's attitudes and certain life dominants are largely determined by the constitution. At an early embryonic stage of development, the human gene apparatus is the most vulnerable. At this stage, the implementation of the genetic program is carried out as a bookmark for the main functional systems of the body. A significant number of irritating factors that are related to modern life and that cause genetic changes have led to an increase in the number, as well as the list of hereditary diseases. Most often, violations in the field of heredity are due to the lifestyle that the future parents or a pregnant woman lead. In addition to the deficit of motor activity of a pregnant woman, which leads to the fact that the normal development of the fetus is disrupted, it is also necessary to pay attention to overeating, the presence of mental, social, domestic and professional overloads, as well as possible bad habits.

Important indicators of the development of children of primary preschool age are the anatomical and physiological characteristics and features of the mental development of children, as well as the characteristics of physical development. At the age of 3-4 years, children undergo further changes and improvements in the structures and functions of body systems.

Let's list the main changes in the body of young preschool children, which are associated with their state of health:

- the anatomical and physiological characteristics of children are characterized by an increase in both height and body weight, both boys and girls;

- important indicators of development in children are the peculiarities of the development of their musculoskeletal system: individual parts of the spine are improved, but the skeleton remains flexible with ossification continuing over time, which excludes the use of strength exercises in physical education classes, and increases the importance of monitoring the correct posture of children;

- the respiratory system is actively developing in children, which leads to an increase in the body's need for oxygen, which increases in just two years - from 3 to 5 years - by 40%, which also leads to an increase in the vital capacity of the lungs of children;

- the cardiovascular system of children also undergoes changes - there are significant fluctuations in the indicators of cardiac activity and respiration: the heart rate (pulse) per minute increases and, the respiratory rate; this is important to consider, since during physical exertion, the heart muscle in children gets tired, and signs of fatigue are expressed in reddening (blanching) of the skin of the face, rapid breathing, shortness of breath, uncoordinated movements, this eliminates overloading children, assumes that they perform calmer activities in the process of physical activity;

- children develop sense organs, and the first 3-4 years of a person's life are called the "golden time" for the development of sensory abilities;

- during the period of younger preschool age, the development of vision and hearing organs is noted;

- at the age of 3-4 years in children, the nervous system also undergoes changes, higher nervous activity develops, which leads to an increase in the strength of nervous processes, an increase in their mobility, the improvement of connections and relationships in the interaction of signal systems, all this together leads to an improvement in the speech of children, the complication of games accompanied by speech, allows you to diversify teaching methods.

however, some imperfection of the nervous processes in children leads to a violation of the processes of excitation and inhibition, which can result in fatigue, violent emotional reactions, and violations of the rules of behavior.

So, the anatomical and physiological characteristics of children of younger preschool age are characterized by:

uniformity of physical development without sharp changes for all its intensity;
development of the musculoskeletal system, respiratory system, cardiovascular system and nervous system;

active development of the senses and the nervous system.

An important indicator of the health of children of early preschool age is their mental development. Features of the mental development of children of primary preschool age are manifested:

in the active use of speech as a condition for expanding horizons,
in the growth of mental endurance,
in increasing the need for new knowledge, impressions and sensations,
in the active development of fantasy.

Thus, the physical development of children of younger preschool age is characterized by the development and improvement of anatomical and physiological characteristics (height, weight, organs and systems of the body, sensory organs, etc.), mental development (development of speech, an increase in mental endurance, an increase in the need for new impressions and sensations, etc.), uniform but intense physical development, expressed in an increase in the need for movement, motor activity, emotional coloring of children's actions. Younger preschool children are susceptible to a variety of diseases: congenital and chronic, and most of all viral and colds.

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NAVOIYNI ANGLASH TA'LIMIY MUAMMO SIFATIDA

**Oymatova Nilufar Mirjamolovna,
Chirchiq Davlat pedagogika instituti erkin izlanuvchisi**

***Annotatsiya:** Maqolada Alisher Navoiy asarlarini umumta'lim maktablarida o'rganishning ayrim murakkab jihatlari va ularni bartaraf etish yo'llari xususida so'z yuritiladi.*

***Kalit so'zlar:** klaster, metod, uslub, badiiy, metodologik, aruz, vazn, bayt.*

Buyuk mutafakkir shoir Alisher Navoiy asarlarining umrboqiyiligiga yillar, asrlar daxl qila olmasligining boisi abadiyatga daxldorligi teran umuminsoniy g'oyalarning yuksak badiiy mahorat bilan tahlil va talqin qilinishidir.

Navoiy dahosi, uning asrlar osha o'z tarovatini yo'qotmasligi shoir tafakkurining in'ikosi hosilasidir. Navoiydek so'zga o'ta talabchan ijodkor asarlari badiiy jihatdan ham mukammal qoyadir. Ammo Navoiydek millat dahosining ta'limda yosh avlod dunyoqarashidagi ahamiyati va o'rnini hech narsa bilan qiyoslab bo'lmaydi, nazarimizda. Ta'limning ilk jarayonlaridan boshlab oliy ta'lim va undan keying jarayonlarda ham bu jihatni to'la qamrab olinishi zamirida ham ana shu maqsad yotadi.

Xo'sh, shunday ekan, nega Navoiy asarlarini o'zlashtirish yoshlarimiz uchun qiyinchilik tug'diradi? Qanday ta'lim metodlaridan foydalanish shoir asarlarini o'zlashtirishga yordam beradi? Quyida ana shu jihatlar borasidagi qarashlarimizni baholi qudrat bayon etamiz.

Ma'lumki, Alisher Navoiy asarlari umumta'lim maktablarining boshlang'ich sinflaridan, aniqrog'i, birinchi sinflardan o'quvchilarning yoshlarini hisobga olgan holda aforizmlardan (hikmatli so'zlardan) boshlab to yuqori sinflarga qadar murakkablik darajasiga ko'ra "Xamsa" dostonlarigacha DTS dasturi asosida o'qitilib kelinadi.

To'g'ri, maktab o'quvchilari orasida eng past o'zlashtiruvchi o'quvchi ham hech bo'lmaganda shoirning bitta ruboiysini bilishi mumkin.

Ammo bu buyuk ijodkor asarlarining tub mohiyatini anglash, mag'zini chaqish, tegishli xulosalar chiqarish uchun hali bu yetarli emas. Shoir asarlarini, to'g'rirog'i, g'azallarini yod olgan, "Xamsa"ning hech bo'lmaganda nasriy bayonini o'qigan o'quvchilar ham bor. Lekin ular ham Navoiydek mutafakkirning g'oyalarini yetarlicha idrok eta oladigan deya olmaymiz.

Bugungi ta'limdagi eng og'riqli muammo – shoirning asarlarini asliyatdan o'qib, uni yetarlicha talqin qila olish, tushunish, xulosalar chiqarish va albatta, hayot yo'llarida ana shu

ibratdan foydalanish, qalblarga ezgulik urug‘larini qadashdir. Masalan, adabiyotdan o‘n birinchi sinf o‘quv rejasida Alisher Navoiy ijodiga to‘rt soat vaqt ajratilgan. Oldingi sinflarda shoir ijodi keng o‘rganilganligi bois endi o‘quvchilarning yosh xususiyatlari hisobga olingan holda shoirning “Saddi Iskandariy” dostonidan parchalar bilan tanishtiriladi. Dastlabki bir soatda zamondoshlarining shoir haqidagi fikrlari: tarixchi va adib Xondamirning “Makorim ul-axloq” asaridan parchalar beriladi. Unda Alisher Navoiyning hayoti va ijodi haqida oldingi sinflardan ko‘plab ma‘lumotlarga ega bo‘lgan o‘quvchilarda bu ma‘lumotlardan farqli o‘laroq, Navoiyning o‘z zamondoshi tilidan shoir haqida ko‘plab faktlarni bilib olish imkoniyati tug‘iladi. Bu bevosita Navoiyning she‘riyatga kirib kelishida Lutfiydek “turkigo‘y” ijodkordan yuksak baho olgani, yurt ma‘murligi, obodonchiligi yo‘lidagi xizmatlari, saxovatpeshaligi kabi insoniy fazilatlarini tarixiy faktlar asosida bilib olishadi.[1, 120-bet]

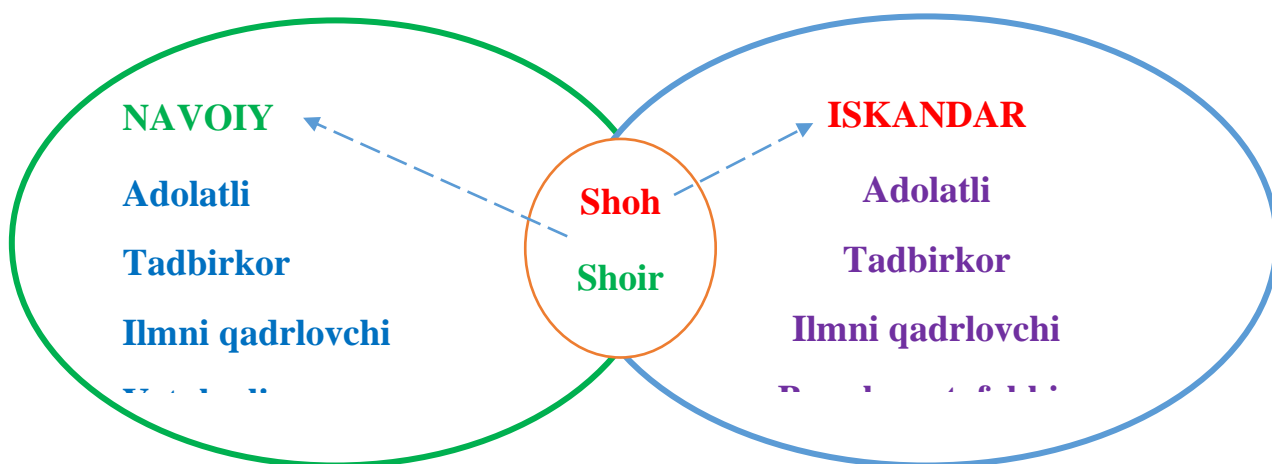
Insoniy fazilatlarni, komillikni ulug‘lagan shoirning o‘zi ham hayoti davomida shu aqidalarga amal qilgan holda yashaganining guvohi bo‘lamiz. Bu – albatta, o‘quvchilar ko‘z o‘ngida Navoiyning hayotda ham har tomonlama yetuklik, kamolot kasb etganini ko‘rsatuvchi bir omil. Keyingi uch soat vaqt esa bevosita “Saddi Iskandariy” dostonidan berilgan parchalar va ularning nasriy bayonlarini o‘qib o‘rganishga qaratiladi.

Garchi “Xamsa” dostonlarining asl holatlardagi matnlarini o‘rganish zavqini bermasada, nasriy bayon orqali matn ma‘nosi tushuniladi, idrok etiladi. Bilamizki, Navoiygacha yozilgan “Xamsa”larda Iskandar obrazining, asosan, salbiy tomonlari ko‘proq ifodalansa, Alisher Navoiy ulardan farqli o‘laroq adolatli shoh sifatida tasvirlaydi.

Qayu ishni ta‘lim qilg‘on zamon,
 Eshitmak hamon erdi – bilmak hamon...
 Bori ishda bir yerga yetdi ishi
 Ki, mumkin emas andoq o‘lmoq kishi...
 Bilik kasbini qildi to joni bor,
 Hunar bildi onchaki imkoni bor [1, 153-bet]

Dostondan berilgan parchada Iskandar bilan bog‘liq ko‘plab ma‘lumotlar mavjud. O‘quvchi bularni eslab qolishi uchun mustahkamlash maqsadida bir necha metodlarni tavsiya etamiz: “Makorim ul-axloq” asaridagi Navoiy bilan “Saddi Iskabdariy” dostonidagi Iskandarning farqli va o‘xshash jihatlarini qiyoslaymiz.

I ilova “Ven diagrammasi” metodi



O‘rtaga savol tashlanadi va o‘quvchilar tomonidan ma‘lumotlar bazasi yaratiladi. Savol: Navoiyga Xondamirning “Makorim ul-axloq” asariga berilgan ta‘rif bilan

“Saddi Iskandariy” asarida Iskandarga berilgan ta’rif o’rtasidagi ikki buyuk shaxs fazilatlarining o’xshashliklari va farqlarini asardan toping.

Xondamir Navoiy haqida: “Bolalik chog’laridanoq hazratning muborak tillaridan o’ta ajoyib va kutilmagan so’zlar chiqar va [bu so’zlarni] eshitganlar hayrat dengiziga g’arq bo’lardilar...

...Hidoyatga erishgan Amir bolalik chog’laridan umrining oxirlarigacha o’z barakali vaqtining ko’p qismini ilm egallash va kamolotga erishishiga sarflab, bir lahza bo’lsa-da turli bilimlarni o’rganish va har xil ko’nikmalar egallashdan tinmadi”. [1, 117-118-bet]

Navoiy Iskandar haqida:

Qayu ishni ta’lim qilg’on zamon,

Eshitmak hamon erdi – bilmak hamon...

Bilik kasbini qildi joni bor.

Adolat qo’lin tutti andoq biyik

Ki, topti amon arslondin kiyik... [1, 153-bet]

Yuqoridagi ma’lumotlar darslikdan foydalanib to’ldiriladi, xuddi shu usulda o’quvchilar ma’lumotlar bazasini yanada kengaytirishi kerak bo’ladi. Eng ko’p va to’g’ri ma’lumotlarni yig’gan guruh g’olib hisoblanadi. Bu metod kichik guruhlarda ham olib borilsa, maqsadga muvofiq bo’ladi.

Shuningdek, to’rt soatlik dars yuklamasidan oxirgi soatda “Klaster” metodi asosida ham bilimlarni yanada mustahkamlash mumkin.

Masalan, quyidagi klaster shaklidagi topshiriq ekranda aylanib turadi, o’quvchi qaysi ma’lumotning tugmasini bosib ulgursa, o’sha haqida bilganlarni bayon etadi, bu jarayon toki ma’lumotlar to’liq bayon etilgunga qadar davom ettiriladi.



Bunda har bir ma’lumot borasida fikrlar umumlashtiriladi. Masalan, doston “Xamsa”ning eng katta hajmli dostoni bo’lib, 89 bob, 7215 baytdan iborat. Xuddi shu singari Doroning Iskandardan talablari ham tahlil qilinadi. Shuningdek, asarda berilgan muammoli jihatlar, ramziy jihatlariga e’tibor qaratish joiz. Bu Iskandarning oldiga Doroning yuborgan

narsalari: dostonning 23-bobida Iskandar va Doro munosabatlari, Doroning Iskandarga qo‘y, chavgon va kunjut yuborgani bilan bog‘liq tafsilotlar bayon qilinadi.

Bunday ramziy obrazlarni o‘quvchilar qanday talqin qilishi ham, albatta, muhim. Avvalo, ular mazkur predmetlar haqida ma‘lumotga ega bo‘lishlari kerak.

Bu jumboq 11-sinf Adabiyot darsligida quyidagicha izohlanadi.

“Doro yana elchilar orqali unga chavgon bilan to‘p – koptok, bir idishdini to‘ldirib kunjut yuboradi. Bu sen yosh bolasan, bolalar esa mana shu narsalar bilan ovunib yurishi lozim. Mening askarlarim kunjut donalari singari behisob, – degan edi. Iskandar shunday javob qaytaradi: “Olimlar yer yuzining go‘yo koptok singari yumaloq ekanini aniqlashgan, demak, Doro menga yer yuzini in‘om etibdi. Chovgon esa uni boshqarish ramzidir. Kunjutlarni u menga qushlarimning ozuqasi sifatida yuboribdi”. [1, 154-155-betlar]

Qarang, ramziy timsollarda ham turlicha mulohazalar beriladi. Bunda har bir hukmdor o‘z nuqtai nazaridan yondashib fikrlaydi.

“Saddi Iskandariy” dostonini o‘qitishda Iskandarning oldiga 2 ta kalla suyagining olib kelinishi borasidagi mulohazalar ham albatta, o‘quvchilarni befarq qoldirmaydi. Chunki, 11-sinf o‘quvchilari yosh jihatdan fikrlash doiralari ancha kengaygan bo‘lib, yillar davomida Navoiy asarlaridan bahramand bo‘lgan hisoblanadilar.

Xuddi shu jumboqlarni ularning o‘zlari qanday talqin qilishlari mumkinligini ham nazardan chetda qolmasligi kerak.

“Ortiqchasini toping” metodi asosida



Masalan, chovgon, kunjut, koptok, rasmlarini qo‘yib bitta ortiqcha detal(predmet) qo‘yiladi. O‘quvchilar ortiqchani topishlari kerak.

“Aqliy hujumj” asosida savollar beriladi va bahs-munozara tashkil etiladi:

- Iskandarning adolatparvarligi qaysi o‘rinlarda ko‘zga tashlanadi?
- Iskandar haqidagi tarixiy kitoblardan olgan bilimlaringizni o‘rtoqlashing.
- Doro haqida qanday ma‘lumotga egasiz?

Alisher Navoiy yaratgan ma‘naviy kamolot olamiga qadam qo‘yib, uning haroratini his qilgan o‘quvchi buyuk shoir ko‘zlagan komil inson dunyosiga bog‘lanib qoladi. Undan ma‘naviy, ruhiy quvvat oladi. Ammo ana shu quvvatgacha boriladigan yo‘l mashaqqatiga hamma ham bardosh bera olmaydi. Ilm yo‘li oson yo‘l emas.

Bugungi ta‘limning eng dolzarb muammosi esa shoir ijodini o‘rganish, anglash o‘rgatishning eng oson, eng qulay zamonaviy metodologik maktabini yaratishdir.

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DIE BEDEUTUNG DER SPRICHWÖRTER IN ENGLISCHER UND DEUTSCHER SPRACHE

Karshiyeva Ruzigul Mirzakulovna

Oberlehrerin des Fremdsprachenlehrstuhls in den Sozialwissenschaften, JSPI

Die deutsche Sprache besitzt einen großen Schatz an Sprichwörtern. Wir benutzen diese Weisheiten täglich, oft ohne zu wissen, woher sie kommen. In unserem Artikel stellen wir Ihnen die schönsten Sprichwörter vor. In der deutschen Sprache gibt es ungefähr 250.000 Sprichwörter und Redewendungen. Ein Sprichwort besteht aus durchschnittlich sieben Wörtern. Wolfgang Mieder ist Experte für deutsche Sprache und Folklore und lehrt als Professor an der US-amerikanischen Universität von Vermont in Burlington. Die Redakteurin Kate Müser hat mit ihm gesprochen und sich unter anderem erklären lassen, warum eine Redewendung, die ihm auf Englisch hervorragend gefällt, auf Deutsch nie funktionieren würde. Jeder sollte vor seiner eigenen Tür kehren. Schließlich soll man ja auch vor der eigenen Haustür kehren, und deswegen haben viele Versicherer begonnen für ihren Geschäftsbetrieb After all, you should also sweep in front of your own front door, as the saying goes, and many insurance companies have [...]

Interessant ist, dass es mittlerweile immer mehr Mischformen von Sprichwörtern gibt oder einzelne Wörter plötzlich ersetzt werden und sie die ursprüngliche Form entfremden. Das liegt zum einen daran, dass die jüngere Generation keinen richtigen Bezug mehr zu den Sprichwörtern hat und zum anderen, dass durch die exponentiell wachsende Globalisierung und die steigende Migration mehr Sprachkontakt und Sprachvermischung möglich ist. Somit können beispielsweise englische Sprichwörter wörtlich ins Deutsche übersetzt werden oder beim Lernen der deutschen Sprache Sprichwörter und Redewendungen durcheinander gebracht werden. **Wer zuerst kommt, mahlt zuerst.** The early bird gets the worm.

Bedeutung: Wer zuerst da ist, hat einen Vorteil. Die Bauern, die spät kamen, mussten lange in der vollen Schlange stehen. **Scherben bringen Glück.** Shards bring luck.

Bedeutung: Wenn etwas zerbricht, wirst du Glück haben. „Scherben“ bedeuteten genügend Vorräte und somit Glück.

Morgenstund hat Gold im Mund. working in the morning brings better results

Bedeutung: Frühes Aufstehen lohnt sich. Morgens lässt es sich besser arbeiten, somit erreichen Frühaufsteher mehr.

Es ist nicht alles Gold, was glänzt. All that glitters (auch: glistens) is not gold .

Bedeutung: Der äußere Schein trügt. Defizite, Fehler und Mängel kann man oft erst bei näherem Hinsehen entdecken. Etwas wird nicht so gehalten, wie es versprochen wurde.

Wer anderen eine Grube gräbt, fällt selbst hinein. harm set, harm get.

Bedeutung: Wer anderen eine Falle stellt, fällt selbst hinein. Es wird vor verwerflichem Handeln gewarnt: Wer anderen schaden will, läuft auch Gefahr, sich selbst zu schaden. A bad workman always blames his tools, Ein schlechter Handwerker schimpft immer auf sein Werkzeug. „A bird in the hand is worth two in the bush.“ Ein Spatz in der Hand ist besser als die Taube auf dem Dach „A friend in need is a friend indeed.“, Freunde in der Not gehen

tausend auf ein Lot. A miss is as good as a mile. Knapp vorbei ist auch daneben. A new broom sweeps clean. Neue Besen kehren gut. A picture is worth a thousand words. Ein Bild sagt mehr als tausend Worte. A rolling stone gathers no moss. Wer rastet, der rostet. Beauty is only skin deep, Schönheit kommt von innen.

Jede Nation hat ihre eigenen bildlichen Worte, ihren eigenen Humor und ihr eigenes Lagerhaus der Weisheit. Usbekische geflügelte Ausdrücke, Sprichwörter und Sprüche, Märchen und Rätsel sowie mündliche Volkskunst anderer Völker, die die objektive Welt widerspiegeln und nach den Gesetzen des objektiven Denkens aufgebaut sind, haben gleichzeitig Eigenschaften, Merkmale und Farbe, seine ursprüngliche Form die nur ihnen eigen sind und einzigartig sind. Folklore ist eines der hellsten Elemente der nationalen Kultur. Er interagierte ständig mit der Literatur und war und ist eine ewig lebendige Quelle poetischer Inspiration und die Grundlage für die Suche nach künstlerischer Wahrheit.

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DEVELOPMENT OF CREATIVE ABILITIES OF YOUNGER SCHOOL STUDENTS

Asiljonova Shahsanam Doniyor qizi
Teacher, Chirchik State Pedagogical Institute, Uzbekistan

***Resume:** Project activity in human life plays a developmental role. This is especially important at primary school age, which is one of the most difficult and controversial periods of development in a person's life for analysis. As part of the learning process at this age, the foundations of a person's socialization are laid, the peculiarities of his interaction with others, and the educational base is formed, which will later become the foundation of his educational and work activities.*

All aspects of development at this age are subject to a qualitative restructuring, new psychological formations arise and form. In this regard, a creative approach to teaching in accordance with psychological characteristics, motivational preferences and tangible performance, which is so important for schoolchildren, is simply necessary.

***Key words:** creative abilities, project activity, schoolchildren, creative approach, educational and work activities.*

The main indicators of creative are the prerequisites: motivational, content-operational, emotional-volitional components of activity, namely, understanding the importance of preparation for creative activity, the presence of interest in creative work in various types of activity, the desire to actively participate in the creative process, the ability to fantasize and imagination ; the ability to overcome the difficulties that have arisen, to bring

the work begun to the end; the appearance of perseverance, diligence, conscientiousness; manifestation of joy when discovering new techniques, methods, actions.

The development of an individual personality is directly revealed in the general uniformity of people's behavior, as well as in stereotyped situations that are similar in the most general ideas about the surrounding reality. Human self-awareness is not transmitted to people at birth as biological heredity, but are formed during their lifetime and at the same time on an ongoing basis. The creative development of a personality takes place in an indissoluble connection with the self-awareness of the personality. Self-awareness is one of the fundamental problems of psychology. With the help of self-awareness, a person not only distinguishes himself from the world around him, but also opposes himself to it. The subject is aware of himself as a person, evaluates his own characteristics and relates to himself in a certain way. Moreover, self-awareness does not occur as the awareness of something absolutely separate from the surrounding world, but in a diverse relationship with it.

The main goals of the teaching staff are the formation of universal educational actions based on the competence-based approach in students. The process of a child's getting used to school is quite long and is associated with significant stress in all physiological systems of the child's body, and since the adaptive capabilities of a child at this age are limited, a sudden transition to a new social situation and prolonged stay in a stressful state can lead to emotional disturbances or a slowdown in the psychophysical pace development.

Lesgaft in his writings linked the physical and mental development of the child and noted that they should be considered as a complex.

Lesgaft game methods can be roughly divided into the following directions:

Imitation is the repetition of something a child sees in the environment. The variety of these games depends on the child's impressionability, as well as on the development of his physical strength and the ability to use them.

Games according to the rules, in which the child's independence is manifested in inventing a game, as well as its rules, so that, together with his peers, he learns to control himself, his actions and forces, gain experience of overcoming obstacles, which will be many in his future adult life.

Thus, P.F. Lesgaft created a whole system of outdoor games and developed their methodology, which was based on imitating the activity of adults or the behavior of animals and natural phenomena, in which he showed the psychological difference between games with rules and imitation ones (25, p. 147).

In Rubinstein's works, the game itself is analyzed. He highlights in each game:

- Idea.
- Plot.
- Game content.
- Gaming experience.

Emotions and, in particular, the degree of mental and volitional efforts applied in a particular game situation depend on the plot variety, his enthusiasm for children.

Children are carried away by games that require efforts of thought and will, overcoming difficulties.

The child needs vigorous activity that helps to increase his vitality, satisfying his interests, social needs. Games are necessary for a child's health, they make his life meaningful, complete, and create confidence in his abilities.

The most important cognitive process that unites all others is thinking. The thinking of the younger schoolchild is moving from visual-figurative to verbal-logical, conceptual thinking, that is, concrete thinking, connected with reality and everyday observation, now obeys a logical scheme, but on the other hand, abstract, formal-logical inferences are not yet available to the younger student. From here comes the formation of various types of thinking, contributing to the effectiveness in the assimilation of educational material. The consistent formation of an internal plan of action leads to significant changes in the intellectual sphere.

First of all, children learn the ability to generalize according to external, most often, mediocre characteristics. But in the learning process, the teacher focuses their attention on connections, relationships, on the fact that the children's mind does not stop directly, therefore, students move to a higher level of generalization, acquire the ability to assimilate scientific concepts, without reliance on visual material. The transition of thinking to a new high level marks a restructuring of all mental processes, memory is now thinking, and perception is thinking. The transition of thinking operations to a new stage and the associated restructuring of all other processes form the main content of mental development in primary school age. Imagination is formed in several stages. At the first stage, the forming images characterize the object rather conditionally, there are no details, they are inactive - this is a recreational (reproductive) imagination. The second stage consists in significant processing of figurative material and the creation of new images - this is a productive imagination. The main tendency in the development of children's imagination is the transition to more and more correct and complete expressions of reality based on the acquired knowledge. With the passage of time, the children's imagination intensifies. This is due to the accumulated knowledge and the development of critical thinking. Since the leading activity in primary school age is educational, then all his activities aimed at understanding the world around him are directly carried out through study, and the preschooler himself learns the world around him through play. In the learning process, a child should not be an object, but a subject of project activities, therefore, the main ideas for introducing new standards into school education are to strengthen concern for its developmental side, to form students' ability to learn. The question is raised about the optimization of learning, in particular, when working with the primary grades, it is naturally required to replace the former "knowledge" approach with an activity approach, which implies the fulfillment of the following conditions:

- the presence of a cognitive motive in children (the desire to learn, discover, learn) and a specific project goal (understanding what exactly needs to be found out, mastered);

- performance by students of certain actions to acquire missing knowledge;

- identifying and mastering by students a method of action that allows them to consciously apply the acquired knowledge;

- the formation of schoolchildren's ability to control their actions - both in the process of these actions and after their completion;

- inclusion of training content in the context of solving significant life problems. The technology of the activity approach is based on the child's participation in the educational process as a subject of learning.

In numerous studies of modern domestic psychologists, essential conditions are highlighted that should help parents and teachers to form in a child the ability to independently control both his own behavior and the learning process. Desires are based on the student's educational motivation, and cognitive interest as an experience of a cognitive need serves as the basis for the internal motivation of educational and cognitive activity, when

the cognitive need of a younger student collides with the content of instruction that meets this need.

The meaning of any education is to create conditions for each student to move from external education directly to self-education, from external education directly to self-education, and development, directly to creative self-development. Since the indispensable conditions for self-development are responsibility, initiative, independence and creativity, as well as the development of their own style of individual project activities, the student must always first learn to assess the significance and difficulty of tasks, as well as time costs, and learn to calculate their strengths, learn to predict various possible consequences, as well as plan the results of project activities.

It is the play and creative project activity that represents the active interaction of an adult with a child on the basis of the latter, when it is he who is given the opportunity to openly free self-expression with the simultaneous acceptance of feelings by adults.

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IMAGE, INTERPRETATION AND ARTISTIC PSYCHOLOGY

Toshpulatova Dilorom Bobonazarovna
Chirchik State Pedagogical Institute
Researcher of the Department
" Uzbek language and literature"

***Abstract:** in this article, Ulugbek Hamdam's novel "Equilibrium" is analyzed as a realist work, in turn, the problems of image, interpretation and artistic psychology, the harmonization of soul, spirit and mind senses in the psychological processes of heroes such as Muhammad brother, Joseph, Amir, Sadiq. The logic - responsibility logic, which is integrated into the spirit of the novel, is not only the notion that each hero is responsible for himself, at least for his loved ones, for those who gave birth to a child, a neighbor, glue, a nation, the leadership of the country towards such high ideas begins on the threshold of yoinki Vatan – uya, the purvikor*

***Keywords:** realistic work, image, interpretation, hero, psychology, problems of artistic psychology, psychological process, soul, soul, mind.*

Since the writer maintains a philosophical view on the problems of man living in space and time through artistic interpretation, his thoughts about life will naturally be based on reason and consequence, purpose and essence. These aspects show the writer's own style of writing. The novel "balance" by Ulugbek Hamdam appeared as a realistic work. Artistic heroes in turn were also considered a realistic hero. But the processes in the psychology of figurative-majoiy interpretation bunda personajs also play an important role in the opening of the content of the work. For example, in psychological processes in which heroes such as Muhammad, brother, Joseph, Amir, Sadiq are interpreted, the senses of the soul, spirit, mind are harmonized: "Joseph O'sha (the persecution of alamzadah is ours. D.T.) listened to nature... It was then that he felt that there was an avalanche of whispers about walking around the world-outside. That is to say, the altar that appeared in relation to the outside in relation to the outside under the influence of chaos would now come to the outside as if it were a wolf child who had gnawed its owner" in this passage, Joseph's figurative perception and understanding of reality would be discernible. The image was given in a realistic style, but the harmony, born of the desperation in his soul, alam led to a sharp change in his psyche. As a result, he symbolically-figuratively perceived existence and manifested his national character.

The reader will be in the process of reading the novel, as if on the example of Heroes a person saw himself, a loved one, the surrounding world that surrounds him. Increasingly sections become clearer, colors become clearer and acquire a thoughtful meaning. Through artistic text analysis, the aesthetic function of the writer's concept emerges. The aesthetic ideal of the writer is formed and manifested in the novel "balance" on a socio-moral and spiritual-spiritual basis.

The logic - responsibility logic, which is integrated into the spirit of the novel, is not only the notion that each hero is responsible for himself, at least for his loved ones, for those who gave birth to a child, his army, glue, his nation, the leadership of the country as a high idea begins on the threshold of yoinki Vatan – uya, the purvikor Therefore, the National spirituality is reflected in the artistic perception of space and time, as each hero, whose life, dreams, anxieties, finds and loses, which is interpreted as an artistic reflection of life as an artistic reflection of life, a realistic image inherent in the novel, is embodied in the example of

a variety of Destinies. HeFrom the wounds of each character created by praise, the writer is shown in his artistic thinking as an aesthetic ideal, which is formed by laying down and serves to reveal the idea of the work. For example, "Joseph walked out softly until he threw his pig over his shoulder. The weather was even springier than yesterday. Despite the fact that it is night, it is possible to associate the blue color of the sky inclined to the snow (perhaps this is the shadow of the idea that "the color of the sky is blue"!), stars are not as far away as the city, but a few plucked when you jump out of the tombstone. A light epkin hit the beak, bringing the smell of fat from the side of the skirt of the yard... "In this piece, the writer has sent pure national spirit to the way of thinking and construction of the sentence, while the reality is portrayed in a realistic way. This is especially true when there is a pure national style of thinking in the sentences "to throw the bunny over the shoulder", "jump out on the tombstone". Because Uzbek national houses are lower and around them are planted trees such as Mulberry, apricot, Berry, Apple, where they need to climb to the roof to get fruit. Taking advantage of this situation, we come to the conclusion that the stars are also plucked. Also used here is spiritual parallelism. This method of quot; air was even more springy than yesterday. Despite the fact that it is night, it is possible to associate the blue color of the sky inclined to the snow (perhaps this is the shadow of the idea that "the color of the sky is blue"!), the stars are also not as far away as the city," the statement clearly says. This method also expresses the patriotic feeling in the heart of personaj, the longing for his dear House. The writer here also introduced the theme of Vatan without the use of Vatan so, which is an expression of the thoroughness of the content layer in the fragment.

There are a number of symbols in the novel, which are often integrated under the text: "muhammadjon brother was afraid of dabdurst, he opened the hatch, thinking that the bird will fall, that it would be caught... But no! The fact that the wings of the bird felt the taste of free air still reached five to six "pir-pir" without enthusiasm at first, and then the brave wing shook and rose to the bosom" (24-b). How convincing is the process of the bird's sense of freedom, which he learned in the cage is described in the plaque, the sign in the tagmatn is the habit of the person in the bondage camp to freedom, as well as the "rays of the Rising Sun", given in the symbol of these free magnates, great works, is perceived as light, the

The author covers art with ingenuity until the contemplative thoughts about the scientist and man, the evolutions in every intellectual gem, the future talk of the purpose of society. Sometimes a person who is inherent in the philosophy of the Islamic religion with his Rumi thoughts evokes special affection in his soul. Such originality in the image method and description the personages in the novel serve as an improvement in the process of bringing to the reader as an artistic perception, synthesis and conclusion of reality in the inner world and in the psychology of the author. At the same time of perfection there is a rounding of the psychology of the author, personage and reader. As a result, the gedonistic, spiritual-moral, socio-philosophical essence of the work is manifested.

Munakkid H., who analyzed the problem of psychological analysis on the example of Uzbek novelsAs Umurov describes:" the analysis of the human psyche, the skill of deep understanding and describing it, is one of the features that determines the fundamental essence of literature." This can be observed in the novel when the subtle nuances of the human soul: Fe'l-temperament, spirituality, mood swings are artistic interpretation. In the game, each personage (Joseph, Amir, Shepherd, faithful, follow, Zahra, Aygul) is interpreted through his own contradictions – botinanistic and outwardly struggles, the evaluation of the heroes of the work, based on moral and moral criteria, rather than as a product of public

opinion, means that a person is perfectly artistic perception in relation to the epic image of the feature–event – events.

As long as the writer's skill is measured by the fact that he is able to use a variety of image tools in artistic reflection of the material of life, the genre of the novel is seriously circumvented by other literary genres with its unlimited possibilities. The writer draws attention to the detailed expression of the Chronicle of human life in it. In other words, important evolutions in the perfection of man determine the scales of the artistic form. Tiradi conditional and thoughtful essence towards the plot of the plot portions of the peat of the epic image. As a result, the integrity of the lifestyle of man makes the image holistic. From this point of view, we are sure that in the novel "balance" the personality of the hero is integrated into a great philosophical-social generalization. After all, the presence of an image disclosure layer in the game goes to jipslay into a holistic poetic system, harmonizing creative independence and logical completion. Both meaningful and formal and methodical integrity determines the degree of artistry. It is permissible to distinguish between aesthetic enlightenment and aesthetic burden in the work. And the transition from creative individuality to artistic generalization is the originality of interpretation. In most places, the writer seeks to reveal both the spiritual and social essence of the character of the hero. In a mutual discussion with Joseph's classmate Zahra, we come face to face not only for his entertainment, but also for his meetings on the subject of being. It is precisely these two interlocutors who evaluate the heavy pastures in society as "temporary". This leads to the finality in the character of the heroes, who are stepping into the balance in the novel:

"...The other day yesterday I was talking to several young people on the train. And I'm sorry, unless a completely new generation is coming to fruition. Despite the fact that in their upbringing I noticed more critical spirit than necessary in relation to the past, and bugunni such imperfections as unfathomable idealization, I was delighted with the end of reasoning. For some reason, they do not suffer from the past, and when it comes to the narrow of the dead, it does not complicate the situation by itself, like the older generations, not every person is divided in his boots, but one of them is in the field, Pai bunda devotes himself to the work of building a new future. Until they are there, tomorrow-in the new state under construction today, the re-adjustment of the values, laws and discipline that is trampled upon is inevitable" (1-236).

Joseph, who sought to keep his balance from his youth, is yet to evaluate in depth the writer that he has time to achieve spiritual tranquility. In the center of the plot of the novel, we can see that he was able to make productive use of a realistic image print. Joseph is andarmon with the concerns of the poison, which is squeezed out of his loneliness, temporarily forgetting about his inner suffering. While he tries to understand the logic of the phenomenon, which casts a depressed mood from his boot, he can not find any name for it. Consequently, Joseph emphasizes the constant maintenance of human balance in a place where there is peace of mind to those around him in several places of the novel. At the same time, his progress towards that balance is evidenced by the fact that society is also following in the footsteps of his life. This means that the balance inherent in Joseph also means the balance of society.

In the novel, The Writer aims to show the influence of great opportunities on the human personality against the background of the crisis and the strengths and weaknesses of a particular person. This is undoubtedly of natural origin and we can see it on the example of the life of Mirazim and said. Rising from the career ladder, said's sudden "collapse" paves the way for him to realize that everything is a deposit in this light.

Adib's novel "balance" is also composed of a mixture of different literature orsin, it becomes a net to call it a realistic novel with a Real essence. True, the mood inherent in modernism is also reflected in it. Because it is a common phenomenon that some features of the norealistic and realistic method of artistic perception of reality pass into each other. In essence, the independence of expression, the image of spirituality, the sense of traditional-capable Roman thinking, the seriousness of the oybekona mushahad, the logic of the Romanian thoughts are reflected. But the individual style of the writer likened it all to himself, expressed in the harmony of Real images and artistic psychology. Negaki, any artistic interpretation will be aimed at discovering the spiritual existence of man. In particular, Joseph's desperate stay inside the boiling life, disappointment, the violation of family well-being, the duration of certain evolutions in the spirit of the nation acquires a Real essence at the intersection of various destinies in the novel. The values that we all feel and are accustomed to can have a different essence in the evolution of times. A person who has remained in the interval not only suffers, but also traces his own life is a standing sentence. Such a complex and laborious process of understanding and artistic disclosure of the human character, his spiritual world was considered. Ulugbek Hamdam skillfully describes the difficulties of the last decades of the Uzbek people's life in the novel "balance", that is, the transition period "in the Pallas, where independence was achieved:" a prayer was read when they all sat around the table. Then Halima aya stood and brought bread and tea. I gave a handful of nuts to the shoulder, my son strung them, saying that he began to crumble bread. Joseph took sugar and cheese from the bag and put it on the table. While Adil brother was always in his place, he did not sit sideways as before, but simply bent his knees, pulling his legs as close to himself as possible" (39-b). The psychological portrait of the Just brother in this post is ravaged by the example of material difficulty, the father's misfortune, which is spiritually crushed from absence. Also in the context of a realistic image, the national spirit is well revealed by the example of Halima aya. Usually, women are responsible for drawing up a table in Uzbek families, sharing it with everyone at the level possible to dump. Here, too, Halima aya is trying not to notice the lack of nutrients necessary for breakfast, flares nuts, catches bread.

Aspects that attract the main attention in the novel, in particular, do not fully understand the rights behind the suffering that rained on the head of the nation, it seems that the conditions that did not give it a chance and the mentality of the people reflected it. An example of this is the images of the life of muhammadjon Bey, while his past is reflected in the specific paints of his past surrounded by lies. This, in turn, is an expression of the interests of colonial politics, and emphasizes that the promotion of the dominant ideology dictates exactly that. In particular, the lines characteristic of the muhammadzhan brother tiynat point to the fact that the next life of Joseph does not pass in the arosat. The concept of the author, embodied in every creative interpretation in the novel, clarifies the character of the hero. The main image focuses on the lines of gradual imagination, while the image unsurlari serves as an artistic generalization of the philosophical subtleties of the epic field. Muhammadjon aka said, " my life was a lie. He bowed his head to the lie, doing the service of those who wrote the lie, those who wanted it. Let not yours be so " (26-b), the anthems will give impetus to the understanding of the national identity of Joseph's thinking.

Especially it is permissible to emphasize one aspect that is observed in the work of the writer: sometimes in the interpretation of the writer, the mental analysis does not acquire a certain consistency, but is integrated into the edges. This feature is realized on the example of

Central personages such as Said and Manzura, Mairazim and Zahra, Yusuf and Oygul, Amir and Gulshoda. In the pronoun of this circumstance lies the logical justification of the laws of life. The logical basis is the formation of certain details, various conditions, the influence of national values. The author does not suddenly move to the ideological base center of the novel. The writer slowly prepares the reader for a psychological situation. Reveals the spirit of the era through the internal speech of the hero. The writer, having philosophically observed about the essence of Man, the measure of life and the goal observed from living, skillfully harmonizes with the dictates of renewed thinking and social conditions. Joseph, who is inspecting the whole way of life, is perceived in the grip of the grip of severe sufferings. The meetings that are taking place in his consciousness also present the spirit of the nation. The writer, in this way, reveals the moral and moral criteria of the conception of a new person unsurlari indirectly perceived as the driving force of society through the life of heroes. It remains to be noted that the complex mental suffering that is reflected in them will bring to the first plan such problems as the self-realization of the individual, the struggle of beaiov with defects in the manifestation of character.

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ИНТЕРАКТИВНЫЕ МЕТОДЫ ФОРМИРОВАНИЯ ТВОРЧЕСКОГО МЫШЛЕНИЯ УЧАЩИХСЯ НА УРОКЕ РУССКОГО ЯЗЫКА

Муллаянова София
Магистрант, Ташкентский государственный
педагогический университет

Аннотация: В данной статье рассматриваются обучающие игры как один из инновационных методов обучения русскому языку. Исходя из того, что инновационные

методы, как правило, предполагают моделирование реальных жизненных ситуаций, совместное решение проблем, обучающие игры.

Ключевые слова: *интерактивные методы, учебный процесс, технология, занимательный, нравственный*

В современном Узбекистане, избравшем путь всестороннего реформирования в различных сферах, в частности, в сфере науки и образования, научные исследования, направленные на модернизацию системы образования, приобретают особую актуальность и возводятся в статус государственной политики, описанной в программе стратегии действий. Как намечено в Указе Президента Республики Узбекистан № УП-4947 от 07 февраля 2017 года «О стратегии действий по дальнейшему развитию Республики Узбекистан в 2017-2021 годы»: «повышение качества и эффективности деятельности высших образовательных учреждений на основе внедрения международных стандартов обучения и оценки качества преподавания, ... создание эффективных механизмов внедрения научных и инновационных достижений в практику»¹⁸.

В настоящее время в Узбекистане уделяется большое внимание развитию и усовершенствованию технологий в сфере образования. Президент Узбекистана Ш.Мирзиёев в своём выступлении отметил, что «Инновационное развитие нужно нам как воздух..... Мы должны глубоко освоить новые знания и инновационные технологии. Это даст возможность идти по самому короткому пути прогресса».

Современный этап образовательных реформ поднимает важные вопросы, связанные со скоростью обновления общества, быстрой адаптацией к новым, более высоким требованиям, предъявляемым к образовательным учреждениям. В этом контексте доля мер, направленных на развитие образовательного учреждения и обеспечение его функционирования на уровне современных требований, постоянно растет. Практически все поставленные задачи в принципе создают новые требования, и при их решении команде недостаточно работать только на основе имеющегося опыта. Например, существуют «Занимательная грамматика», «Весёлая грамматика», «Литературные игры» и т.д.

Занимательность может заключаться в содержании учебного материала, в формах его преподавания. Содержание материала считается занимательным, если в нём содержатся новые, неожиданные или необычные интересные сведения, в некоторых случаях имеющие комической или загадочный смысл: интересные сведения и факты, поучительные высказывания и истории, загадки, юмор, шутки и т.д. Необычной и новой может быть и форма прорабатываемого материала: сказка-загадка, стихи-шутки, афоризмы, пословицы и поговорки, словесные игры – загадки, ребусы, кроссворды и т.п.

Занимательный материал представляет большой интерес при обучении языку в школе и вузе, так как одна из самых важных и огромных задач, стоящих перед нами

¹⁸ См.: Указ Президента Республики Узбекистан № УП-4947 от 07 февраля 2017 года «О стратегии действий по дальнейшему развитию Республики Узбекистан в 2017-2021 годы», Постановление Президента Республики Узбекистан № ПП-2909 от 20 апреля 2017 года «О мерах по дальнейшему развитию системы высшего образования», УП-5847 от 08 октября 2019 года «Об утверждении концепции развития системы высшего образования республики Узбекистан до 2030 года» и в других нормативно-правовых акты.

сегодня, - воспитать новое поколение, которое займет наше место, со своими мыслями, мировоззрением, современными знаниями и мышлением.

Одна из основных задач в области образования - развитие творческих идей у учащихся - один из критериев, обеспечивающих их развитие в полноценного человека. Кроме того, формирование у студентов творческого мышления является одним из важных факторов в их становлении нравственным, сознательным и волевым человеком, верным своей стране и народу, независимым и с творческим мышлением.

В настоящее время интерес к использованию интерактивных методов, инновационных технологий, педагогических и информационных технологий в учебном процессе растет день ото дня. Одна из причин этого заключается в том, что в то время, как традиционное образование и студенты ориентированы только на получение готовых знаний, современные технологии учат их самостоятельно искать и анализировать свои знания, и даже делать собственные выводы.

В этом процессе педагог создает условия для развития, формирования, приобретения и воспитания личности, а руководство выполняет руководящую функцию. В процессе обучения ученики и студенты становятся индивидуальностью. Поэтому в формировании творческого мышления в школах и университетах значение инновационных технологий, которые представляют собой современные методы обучения, и интерактивных методов, являющихся их неотъемлемой частью, огромно. Знание педагогических технологий и педагогических навыков, опыт и интерактивные методы обеспечивают наличие у учащихся осознанных, зрелых навыков, формирование их творческой активности.

Инновационные технологии — это нововведения и изменения в педагогическом процессе, а также в деятельности преподавателей и учащихся, при реализации которых в полной мере используются основные интерактивные методы. Интерактивные методы называются коллективным мышлением, то есть это методы педагогического воздействия, которое является неотъемлемой частью содержания образования. Их уникальность заключается в том, что они реализуются только через совместную работу преподавателей и учеников:

- поощрение студентов думать, творить и исследовать самостоятельно во время урока;
- обеспечение преемственности интереса к знаниям в процессе обучения;
- самостоятельно творчески развивать интерес к знаниям;
- формирование постоянной совместной деятельности преподавателей и учеников.

Выбор технологии для достижения намеченной цели остается за учителем, в зависимости от объема знаний таких учителей, характера группы и существующих условий.

Например, для достижения образовательной цели необходимо работать компьютером, а также с раздаточными материалами, рисунками и плакатами различных изданий. Это те информационные технологии, которые нам нужны. Необходимо заранее спланировать учебный процесс, учитывая специфику, расположение и условия предмета, доступные информационные технологии, а главное, способности и потребности студента и умение организовать совместную деятельность.

Таким образом, использование интерактивных методов в учебном процессе позволяет учащимся развить творческое мышление, интерес и ответственность за учебный процесс, повысить активность познания, потребность в самостоятельном обучении и еще больше повысить эффективность нравственного воспитания.

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НЕОБХОДИМОСТЬ ОБРАЗОВАНИЯ МОЛОДЫХ ЛЮДЕЙ В ДУХЕ ПАТРИОТИЗМА В КОНТЕКСТЕ ГЛОБАЛИЗАЦИИ

(На примере Республики Узбекистан)

Мавланова Саидахон

Самаркандский филиал ВМИ в Ташкенте

***Аннотация:** Сегодняшний этап развития человечества проходит в непосредственной связи с глобализационными процессами. Это требует более глубокого изучения сути процесса глобализации, глубокого анализа ее положительных и отрицательных сторон и адаптации к нему внутренней и внешней политики, проводимой в каждой стране. В частности, воспитание молодежи в духе патриотизма, защита их от негативных последствий процесса глобализации являются актуальными вопросами внутренней политики каждой страны.*

В данном исследовании проанализированы формы проявления процесса глобализации на примере Республики Узбекистан, его особенности, проводимая работа по патриотическому воспитанию молодежи в условиях глобализации, необходимость и условия защиты молодежи Узбекистана от идей, не соответствующих их национальному менталитету. В ходе анализа была проанализирована работа зарубежных исследователей в этом направлении.

В исследовании на примере Узбекистана в условиях глобализации изложены предложения и рекомендации, Научно обоснованные выводы, связанные с воспитанием молодежи в духе патриотизма и не поддаваться чуждым идеям.

Тот факт, что развитие общества на современном этапе его развития носит комплексный характер, наряду с положительными сторонами его развития, возникновением его негативных последствий, ставит перед человечеством новые проблемы. Сегодня уже невозможно найти регион или государство, которое было бы полностью защищено от взаимодействия. Это прямая связь с процессами глобализации и интеграции.

Процесс глобализации варьируется в зависимости от экономического, политического, военного, духовного, религиозного потенциала стран. Наблюдение за этим процессом как относительно более активным явлением в цивилизованных странах показывает, что это явление связано с развитием общества. Для того чтобы свести к минимуму негативное влияние нынешнего процесса глобализации на страны мира и усилить его позитивное воздействие, необходимо иметь глубокое понимание сущности этого явления, изучить его особенности. Углубленное изучение природы и характеристик глобализации позволяет нам адаптироваться к ней, правильно менять ее направление, использовать ее силу "против себя". Очевидно, что разработка методов и инструментов,

механизмов позитивного и творческого использования процесса глобализации на научной основе является одной из актуальных проблем современности.

В процессе глобализации государственная молодежная политика в Республике Узбекистан изучалась с использованием методов комплексного подхода, сравнительного сравнения, наблюдения, экспертной оценки, анализа и обобщения, пересчета данных.

Термин глобализация впервые был использован в области финансов и экономики в 1981 году. Но полное описание и значение этого термина было раскрыто в середине 1990-х годов американским ученым Чарльзом Тазом Расселом. В целом, это понятие было по-разному интерпретировано и определено в научной литературе. В частности, «глобализация - это укрепление экономики, культуры, духовности, взаимодействия и взаимозависимости людей разных стран» [1], говорит одна из них. А. Паршев из России также комментирует концепцию глобализации следующим образом: «На самом деле, сущность глобализации заключается в развитии добавленной стоимости продуктов, произведенных в других странах, основными ресурсами мира». [2] Французский исследователь Б. Банди отмечает, что у этой концепции есть три аспекта: 1) глобализация - это непрерывный исторический процесс; 2) что глобализация - это процесс гомогенизации и универсализации мира; 3) что глобализация - это процесс «размывания» национальных границ. [3] Исследователь ООН Ходжамкулов определяет концепцию следующим образом: Глобализация - это процесс, который естественным образом происходит в развитом человеческом обществе, связанный с информационно-коммуникационными технологиями и интеграцией, универсализацией и интеграцией всех сфер общества. [4] В целом определения понятия глобализации различаются. Определения и интерпретации, хотя и отличаются друг от друга, не лишены общности, которая их объединяет. В существующих определениях не были отражены или недостаточно выражены следующие характеристики понятия глобализма: 1) позитивное и негативное содержание последствий; 2) влияние на сущность популярных понятий пространства и времени; 3) что глобализация является естественной стадией развития общества; 4) связь как с обществом, так и с природными явлениями одновременно; 5) интеграция национальных ценностей и традиций; 6) влияние на быстрое ускорение развития и т. д.

В условиях современной глобализации понятия родины и патриотизма, нации и национализма приобретают все большее значение, чем когда-либо. Для каждого общества возникли новые проблемы, связанные с сохранением себя, защитой от внешних воздействий, изоляцией от влияния идеологических и идейных посягательств. В таких условиях повышение идеологического иммунитета молодежи, сохранение ее от попадания под влияние чужих идеологий является одним из наиболее актуальных вопросов. В таких условиях важнейшим условием защиты морального духа молодежи от деструктивных идеологических атак является формирование у молодых людей идеологического иммунитета. В условиях Узбекистана это находит свое отражение в практической реализации следующих задач:

- «воспитывать молодых людей в духе национальной идеи и преданности Родине, прививать им в своих сердцах и умах, что защита Родины является почетным и священным долгом;

- гордиться своей древней историей и культурой, гордиться нашими национальными героями, которые самоотверженно боролись за независимость и

процветание нашей родины, формировать чувство собственного достоинства, укреплять уверенность в силе и потенциале нашей национальной армии;

- укрепление понимания необходимости физически сильной и духовно зрелой молодежи в нашей национальной армии, того факта, что военная служба является священным долгом для каждого гражданина Узбекистана, а также теоретических и практических навыков в этой области; - формирование у молодежи умения подходить к политическим и социальным процессам, происходящим вокруг нас и в мире, исходя из наших национальных интересов, идеологического иммунитета от различных внутренних и внешних угроз;

- обучение молодых людей умению быстро и самостоятельно принимать решения в любой сложной ситуации, эффективному использованию современной военной техники;

- «Быть готовым отстаивать интересы Узбекистана не только в военной сфере, но и во всех сферах жизни, быть самоотверженным для страны - прививать молодым людям реальные примеры и эффективные средства». [5]

В процессе глобализации возникают случаи, когда культура, язык, обычаи и ценности небольших и относительно отсталых этнических единиц не могут конкурировать с культурой, языком, обычаями и ценностями крупных и относительно развитых этнических единиц, а остаются в стороне. Некоторые исследователи отмечают, что для того, чтобы гражданин каждой страны был конкурентоспособен в мировом сообществе должен обладать следующими качествами: "1) Быть современным специалистом; 2) быть верным сначала ценностям своей национальности, а затем общечеловеческим ценностям; 3) постоянно обновлять свой круг знаний; 4) Быть предпринимателем-инициатором". [6]

В сегодняшнюю эпоху, когда процесс глобализации становится все более бурным, этих качеств недостаточно для того, чтобы граждане имели свое место и престиж во всех сферах, были способны противостоять негативным последствиям интеграционного процесса. В этой связи мы снова предлагаем следующее:

1) глубокое понимание сущности национальной идеологии, питаемой вековыми ценностями;

2) укрепление идеологического иммунитета;

3) иметь необходимое понимание сущности, цели и предназначения внешних воздействий и способствовать изменению формы ветра (бдительность);

4) повышение политического, правового, экономического сознания и культуры;

5) формирование самостоятельного мнения и отношения к общественно-политическим процессам, происходящим в мире;

6) чувство ответственности за сохранение многовековых национальных ценностей и их передачу из поколения в поколение.

В целом, под понятием глобализации, согласно концепции иностранных идеологий, за атаками, которые быстро проникают в нашу жизнь, стоят хорошо продуманные стратегии и цели. «Умные люди», стоящие за этими целями, используют всевозможные методы и средства, чтобы их идеи конкурировали с ценностями и идеологиями других народов, которые существовали веками, чтобы люди могли следовать своим собственным идеям. Нелегко понять негативные мотивы таких чуждых идей. Для этого люди, особенно молодежь, должны иметь политическое

сознание, идеологический иммунитет, уважение к национальным ценностям и традициям, национальное воспитание и высокий уровень нравственных качеств.

В научной литературе выделяют следующие формы идеологических атак в мире:

- 1) **политический** - великий государственный шовинизм;
- 2) **религиозно-религиозный** экстремизм, фанатизм и панисламизм;
- 3) **художественный** - нечеловеческий образ жизни, пропагандирующий насилие, зло и другую безнравственность.

За такими нападками стоят цели, связанные с превращением наций в идеологических людей-паразитов путем лишения их национальной идеологии и нравственных идеалов, и в конечном итоге имеют очень серьезные последствия, связанные с принятием мира как идеологии.

Ясно, что масштабы, направление и цель, форма и средства событий, которые приходят в нашу жизнь, различны. Понимание и глубокий анализ их - очень сложный процесс. Чтобы принять или «пропустить» события, нужно иметь собственную экономическую, религиозную, политическую, правовую, моральную, просветительскую культуру и мировоззрение. Особенно учитывая тот факт, что молодые люди находятся в процессе формирования мировоззрения и знаний о нем, получается, что в их деятельности вполне естественно будут возникать ошибки, связанные с этим процессом. Из этого следует, что организация специальных курсов в образовательных учреждениях по содержанию и сущности глобализационного процесса для молодежи, его специфическим позитивным и негативным аспектам, формирование навыков непредвзятой, правильной оценки происходящих событий является задачей сегодняшнего дня.

Глобализация - это такой процесс, что пассивное общество всегда проигрывает. В этом процессе невозможно оставаться наблюдателем или защитником от поступающих чужих идей и влияний. Возможно, мы должны реагировать на чуждые, даже разрушительные идеи, которые входят в наше общество различными способами и средствами, продвигая нашу национальную идею, идеологию, ценности и традиции, наше богатое культурное наследие, наш образ жизни мировому сообществу. Ведь достижения великих ученых в области науки, религии, искусства и военной сферы, которые были развиты в Узбекистане, на протяжении веков оказывали огромное влияние на духовность всего мира. Развитие философии Абу Насра Фараби, развитие мировой науки Абу райхона Бериуни, Абу Али ибн Сина, Замахшари, Хорезми, Мирзо Улугбека, Исмаила Бухари, ат-Термизи, Моториди, Абдухалика Гиждувани, Баховуддина Накшбандия, развитие хадисов, Калама, Фикх наук и мистицизма Ахмада Яссави, Джалалидина Мангуберди, Амира Темура, Мирзо Бабура в развитие боевых искусств, весь мир признает взгляды таких просвещенных творцов, как Абдурауф Фитрат, Чулпан, Абдулла Кадири на государственную независимость. Поэтому с незапамятных времен наше общество стало не только потребителем духовно-просветительских, идейно-идеологических обновлений мира, но и первопроходцем этих процессов, среди творцов.

Сторонники теории "открытого общества", возникшей в западном мире, Генри Бергсон, Карл Поппер, Джордж Сорос и другие, объясняют свои взгляды преобладанием личных интересов. В основе этого лежит своекорыстие и эгоизм, которые считаются отрицанием западной философии. Но восточный образ жизни больше любит общение, гармонию. В нашем обществе очень силен общественный

контроль за воспитанием. Общественный контроль воспитывает такие чувства, как стыд, тревога, застенчивость, уважение, чтобы эти чувства защищали людей от смущения, мотивировали их жить, следуя общепринятым нормам.

Действительно, семья и общество как восточный демократический институт играют важную роль в образовании молодежи. Нет сомнений в важности этого института в формировании здоровой духовно-нравственной среды в обществе. Воспитывая молодежь в области патриотизма, верности национальным традициям и ценностям, необходимо продолжить работу над семьей и обществом, рассмотреть вопрос воспитания как вопрос уровня общества и государственной политики. Узбекский просветитель Абдурауф Фитрат в своей брошюре «Семья» Действительно, семья и общество как восточный демократический институт играют важную роль в образовании молодежи. Нет сомнений в важности этого института в формировании здоровой духовно-нравственной среды в обществе. Воспитывая молодежь в области патриотизма, верности национальным традициям и ценностям, необходимо продолжить работу над семьей и обществом, рассмотреть вопрос об образовании как вопрос государственной и государственной политики. Узбекский просветитель Абдурауф Фитрат в своей брошюре «Семья» утверждает, что " тот, кто воспитывает непослушных детей, не будет служить человечеству, а будет враждебен". Поскольку вопрос о воспитании гармоничного поколения в обществе является объектом изучения таких дисциплин, как философия, социология, педагогика, литература, мы должны прежде всего помнить, что в основе этого вопроса лежит нравственное совершенство. Ведь нравственно грамотные, патриотически настроенные и широко мыслящие люди могут быть только в сознательном отношении к происходящим в обществе процессам. Потому что угрозы нашим моральным принципам воспринимаются как средство сохранения только неизбежной деградации морального совершенства в нынешнюю эпоху. [7]

В процессе глобализации растет потребность в национальных идеях и идеологиях. Потому что в сложившейся ситуации, когда внешние воздействия на национальные традиции и ценности растут, наиболее эффективным инструментом являются национальная идея и идеология. В этом процессе проявляется одна из важнейших социальных функций национальной идеи и идеологии - функция защиты национальной идентичности. Чтобы эта функция национальной идеи и идеологии была полностью реализована, необходимо внедрить в сознание граждан, особенно молодежи, национальную идею и идеологию не только как знания, умения и способности, но и на уровне веры. Если это убеждение полностью сформировано в умах граждан, то можно гарантировать защиту от чужеродных влияний, угрожающих духовности. Понимание национальной идеи и идеологии с ее глубокими духовными корнями, механизмами реализации и функциями, отвечающими современным требованиям, поможет полностью понять ее. Реализовать функцию самообороны можно, внедряя в сознание молодежи и населения национальную идею и идеологию, которая питается национальным культурным наследием народов и благородными гуманными идеями. Однако этот процесс является более сложным и может быть условно разделен на три этапа:

- 1) этап пропаганды нашей национальной идеи и идеологии;
- 2) этап понимания нашей национальной идеи и идеологии;
- 3) Стадия веры в нашу национальную идею и идеологию.

Эти три этапа неразрывно связаны, и их реализация варьируется от сообщества к сообществу. В настоящее время граждане общества делятся на три категории в зависимости от этих этапов: 1. Те, кто не имел представление о национальной идее и идеологии или не имеет достаточного представления о ней. 2. Те, кто понимает национальную идею и идеологию. 3. Патриотические люди, которые верят в нашу национальную идею и идеологию и придерживаются ее. Эти категории будут присутствовать на всех этапах развития общества. Цель должна состоять в том, чтобы преобразовать людей категории 1 и категории 2 в людей категории 3. Это, конечно, будет результатом систематической работы.

В процессе глобализации проблема различия позитивных и негативных событий, которые по-разному проникают в жизнь людей, настолько сложна, что практически невозможно полностью отрегулировать ее. Тем не менее развитие общих аспектов дифференциации этих явлений научным сообществом остается одной из самых актуальных проблем современности. Обобщая результаты нашего исследования и взгляды экспертов, мы предлагаем следующие общие описания, признаки и отношение к событиям, которые входят в нашу жизнь в процессе глобализации и влияют на нашу национальную идеологию и духовность:

- 1) всегда реагировать на события в национальных интересах;
- 2) отказ от идей и взглядов, не соответствующих нашей национальной идеологии и ценностям;
- 3) процессы возникновения или возникновения событий, источник, интерес к его авторам;
- 4) никогда не принимать вслепую события;
- 5) изучить отношение мирового сообщества, в частности, специалистов в данной области к этому явлению;
- 6) скептицизм в отношении событий, которые слишком привлекательны и очаровательны;
- 7) несогласие с предложениями, которые являются экономически выгодными, но имеют опасные социальные последствия;
- 8) получать информацию не только как средство информирования о процессе, реальности, но и как средство воздействия на умы и дух людей, а также как пропагандист политических, экономических, военных, религиозных и многих других взглядов;
- 9) Напомним, что достижения информационных технологий также эффективно используются сторонниками античеловеческих идей;
- 10) имейте в виду, что точность и достоверность информации, размещенной на интернет-сайтах, не гарантируется.

Глобализация напрямую связана с понятием информации. Потому что все формы глобализации происходят в СМИ. Поэтому сегодня между странами идет ожесточенная борьба за свое законное место в мире информации. Теперь СМИ являются пропагандистом политических, экономических, военных, религиозных и многих других взглядов, появления новых толкований существующих законов в конкретном обществе и общечеловеческих ценностей и концепций, которые служат интересам определенных групп и сообществ, объединенных вокруг определенной цели. В результате на одной и той же стадии человеческого развития воздействие информации на общественное сознание и его негативные последствия становится

одной из серьезных проблем общества. Признавая работу, проводимую в Узбекистане для обеспечения информационной безопасности, мы предлагаем следующую работу для повышения эффективности работы в этой области:

1) рассмотрение вопроса совершенствования национальной правовой базы, направленной на обеспечение информационной безопасности, в частности, принятие отдельного законодательного акта;

2) регулярно заполнять наше национальное информационное пространство местной и зарубежной информацией, охватывающей процессы и объекты, а также положительные стороны с учетом интересов населения;

3) необходимо воспитывать культуру пользования интернетом у нашего народа, особенно у молодежи, созерцать и анализировать любую содержащуюся в нем информацию, а затем учить делать выводы;

4) положить конец деятельности любых иностранных СМИ, распространяющих ложную, предвзятую информацию о нашей стране в рамках закона, усилить их ответственность за такую информацию и своевременно донести до нашего народа с участием специалистов, что распространяемая информация является предвзятой или недостоверной;

5) обеспечить безопасность информации в образовательных учреждениях, в частности в военных учебных заведениях, в частности обеспечить прохождение специальных курсов по информационным атакам, их формам и внешнему виду, назначению и негативным последствиям;;

6) последовательно продолжать проводимую работу по пропаганде таких понятий, как национальная идея, идеология, духовность, патриотизм.

В эпоху глобализации изменилось значение и сущность понятия информации. В настоящем времени и пространстве, в так называемой "информационной атаке", которая движется независимо от нас, возникло оружие, в котором средства этого оружия уже не имеют возможности овладеть человеческим сознанием. Защита нашего народа, особенно молодого поколения от этого негативного зла, формирование у него иммунного ответа на "информационную атаку" всегда имели первостепенное значение.

Таким образом, процесс глобализации, возникший в последней четверти XX века как естественный этап эволюционного развития человечества, положил начало новой эпохе в развитии, охватывающей практически все сферы жизни общества. Этот процесс не только открывает широкие возможности для человечества, но и создает беспрецедентные угрозы. Разработка механизмов защиты от таких угроз стала сегодня одной из самых актуальных проблем. Особенно в таких условиях необходимо разрабатывать научно обоснованные выводы и решения для защиты молодежи от иностранного влияния на наши национальные идеи и идеологии, формировать доверие и уверенность в наших национальных идеях и идеологиях, объяснять суть глобализации, использовать позитивные и негативные аспекты глобализации. Механизмы защиты должны учитывать тот факт, что глобализация не имеет четкой формы, характер изменений во времени и интересы определенных групп, стоящих за ней. В то же время желательно, чтобы механизмы защиты быстро менялись и были гибкими в зависимости от обстоятельств.

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ПСИХОЛИНГВИСТИЧЕСКИЕ ФАКТОРЫ ВЛИЯЮЩИЕ НА ВЗАИМОДЕЙСТВИЕ СТУДЕНТОВ EFL В КЛАССЕ

**Усарова Нилуфар Якубовна, преподаватель английского языка
Кокандский государственный педагогический институт**

Аннотация: В этом исследовании изучаются психолингвистические факторы, влияющие на взаимодействие студентов EFL в классе. Данная работа представляет собой попытку выявить некоторые препятствия, стоящие за отсутствием взаимодействия в классе EFL. В данной статье рассматриваются изменения в языке в результате воздействия важных образовательных факторов в образовании, а также изменения в структуре языка в соответствии с требованиями времени.

Ключевые слова: Психолингвистические факторы, комплексность, взаимодействие, рискованные ситуации, ясность, понятность, согласованность, опыт, эффективность и уместность.

Процесс обучения - это сложная ситуация, в которой участвуют как учащиеся, так и учителя. Эти элементы динамично взаимодействуют друг с другом. Преподавание и изучение иностранного языка представляют собой исключительно своего рода взаимодействие, которое в основном требует активного участия обеих сторон: учителя и ученика. Следовательно, взаимодействие в классе - это жизненно важная педагогическая стратегия, которая играет важную роль в обучении.

Если учащимся не хватает уверенности в себе в классе, они, скорее всего, будут стесняться использовать язык и избегать рискованных ситуаций или разговора во второй язык. Другими словами, владение языковыми особенностями языка, то есть

словарный запас, грамматика, фонетика и семантика недостаточны для создания правильных и знакомых артикуляции на целевом диалекте. Тем не менее, есть и другие элементы, в основном аффективные, которые играют заметную роль в создании или подавлении устной казни учащихся.

Язык - это инструмент общения. Мы общаемся с другими, чтобы выразить наши идеи, а также знать идеи других. Общение происходит там, где есть речь и без речи. Говорение лежит в основе изучения иностранного языка. Один из основных, Обязанности любого преподавателя английского языка как иностранного - дать ученикам возможность эффективно общаться через устный язык и развитие их способности использовать изучаемый язык для коммуникативных. Взаимодействие в классе может быть очень полезным для учащихся, поскольку они трудности с выражением своих чувств, мыслей и идей.

Компетенция устного взаимодействия определяется как интерактивный процесс построения это означает, что включает производство, получение и обработку информации. Шпицберг (1988) определил его как: «Способность хорошо взаимодействовать с другими» (стр. 68)¹⁹. Он объясняет термин «хорошо», чтобы означают точность, ясность, понятность, согласованность, опыт, эффективность и уместность. Этот процесс часто бывает спонтанным, неограниченным и развивающимся, но не совершенно непредсказуемо. Его структура и значение зависят от контекста, в котором он встречается, сами участники, их коллективный опыт, физическая среда и коммуникационные цели. Значение разговорной речи частично передается через супrasegmentные фонемы, включая ритм, ударение и интонацию.

Очевидно, что для изучающих английский язык важно общаться на английском языке. Это также важно в условия изучения языка. Устное общение помогает учащимся изменить опыт взаимодействие. Даути и Пика (1986) отметили, что: «Взаимодействие каким-то образом изменяется, (лингвистически или в разговорной речи), чтобы облегчить понимание предполагаемого сообщение". (стр.305)²⁰. Устная речь требует, чтобы учащиеся знали, как сформулировать определенные точки язык, такой как грамматика, произношение и словарный запас. Хороший оратор синтезирует навыки и знания, необходимые для успеха в речи.

Использование взаимодействия в классе с учащимися EFL, без сомнения, является одним из наиболее распространенных и очень сложных видов деятельности, которые необходимо учитывать при преподавании английского как иностранного, особенно потому, что мы «живем в то время, когда способность говорить по-английски свободное владение стало обязательным» (Аль-Сибай 2004)²¹. Сосредоточение внимания на обучении взаимодействию в классе, конечно, это улучшение устного взаимодействия студентов. Таким образом, обучение языкам должны стремиться к развитию индивидуального использования языка.

19 Spitzberg, B.H. and Cupach, W.R. 1988. *Handbook of interpersonal competence research*, New York: Springer-Verlag. [Crossref], [Google Scholar]

²⁰ Даути, К. и Пика, Т. (1986). Задачи «информационного разрыва»: способствуют ли они овладению вторым языком? *TESOL Quarterly*, 20, 305-325.

²¹ Аль-Сибай, Д. Содействие развитию устной речи учащихся, изучающих второй язык: Департамент лингвистики образования, английский язык. Король Сауд. Университет. (2004).

Ур (1996)²² считал говорение самым важным из четырех навыков. потому что людей, знающих язык, называют носителями этого языка. Это указывает что использование языка важнее, чем просто его знание, потому что «Неважно много знать о языке, если вы не можете с ним взаимодействовать» (Scrivener 2005)²³.

Взаимодействие в классе рассматривается как продуктивный метод обучения. Учащиеся EFL приобретают лингвистические знания и способности через взаимодействие, в котором учителя и ученики эффективно вовлечены, чтобы они могли создавать возможности обучения, которые мотивируют интерес студентов и возможность общаться с другими.

Взаимодействие учителя и ученика - один из самых мощных элементов в учебные среды, а также это важный фактор, влияющий на развитие, благоустройство и, кроме того, исполнение. Формы взаимодействия учителя и ученика основа социального контекста, в котором происходит обучение. Такое взаимодействие происходит, когда учитель задает вопросы учащимся, а учащиеся отвечают на эти вопросы и наоборот; или же когда учитель участвует в учебной деятельности.

При традиционном способе обучения учитель только сидит или стоит за партой и тратит много времени на лекции и указания, в то время как роль студента заключается в том, чтобы сидеть, пассивно слушает и делает заметки. Направленность взаимодействия преобладала между учителем и ученики. Основная часть учителя - командовать и доминировать с точки зрения время разговора и ход процесса. Учитель контролирует тему для класса говорить, и решает, когда начать и прекратить говорить в классе. Иногда студенты принуждены принимать участие только отвечая на вопросы. К тому же у них нет возможности и всегда зависеть от инструкций учителя и не может решать проблемы самостоятельно, поскольку Кунду (1993) заявляет: «Большую часть времени мы говорим в классе, почти никогда не давая нашим ученикам возможности разговаривать, за исключением тех случаев, когда мы время от времени задаем им вопросы».

Однако недавние подходы к обучению языку, такие как «Безмолвный путь или метод «Решительно акцентирует внимание на сокращении времени разговора учителя ради того, чтобы дать больше шансы учащимся «запустить шоу» со своим учителем. Тогда студенты почувствуют, что они вовлечены в тему, и они будут чувствовать себя автономными, чтобы поделиться уроком с учителем.

Поскольку обучение - это всегда работа, основанная на общих отношениях. Он включает в себя многочисленную поддержку со стороны учащихся как рекомендует Браун (2001): «Беседа учителя не должна занимать большую часть классный час; в противном случае вы, вероятно, не даете студентам достаточно возможности поговорить»(стр. 99)²⁴

Большинство изучающих EFL усваивают языковые правила, но часто сталкиваются с некоторыми трудностями.

²² Ур П. (1996) Курс преподавания языков: практика и теория. Издательство Кембриджского университета, Кембридж.

²³ Скривенер Дж. Обучение и преподавание: Основное руководство по преподаванию английского языка, 2005 г.

²⁴ Браун, Х. Д. (2001). Принципы обучения. Интерактивный подход к языковой педагогике. Нью-Йорк Лонгман.

В заключение этой главы можно сделать вывод, что взаимодействие в классе - это сложная и непростая задача.

важный компонент учебного процесса EFL, независимо от того, насколько студенты знают целевой язык, они по-прежнему сталкиваются с множеством интерактивных трудностей. Студенты часто сталкиваются со многими трудностями при попытке взаимодействия из-за некоторых основных факторов, которые мы обсуждали в подробно описывает в основном языковые, психологические и организационные препятствия. Как следствие, учителя должны осознавать эти проблемы и в конечном итоге пытаться решить их, чтобы продвигать взаимодействие в классе.

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ИНГЛИЗ ТИЛИ ДАРСЛАРИДА ЗАМОНАВИЙ УСУЛЛАРНИНГ АҲАМИЯТИ

Мардиева Севинч,
Ғаллаорол тумани 78 мактаб ўқувчиси
PhD Наргиза Бўриева, ЖДПИ

Аннотация: Ўқитувчининг ўқувчиларнинг ўқув фаолиятини таъкил қилиш ва бошқаришидаги ўргатувчи фаолияти дарё жараёнида нутқ, фаолиятининг барча турлари буйича кўникма ва малакалар шакллантиришига йўналтириган турли туман методлар, усуллар, воситалардан фойдаланиш орқали амалга оширилади. Шундай экан, ўргатиш ва ўрганиш методлари, усуллари ва воситалари, тушунчалари ҳақида батафсилроқ, тўхталишимизга тўғри келади.

Калит сўзлар: метод, урф-одат, талаффуз, грамматика, нутқ фаолияти.

Мустақил Республика шароитида халқ таълими узига хос ривожланиш даврини бошидан кечирмоқда. Бу узига хослик энг аввало таълим-тарбия мазмунини миллийлаштириш, яъни узимизнинг жуда бой утмиш тарихимиз, маданиятимиз, фанимиз, тилимиз ўз мохияти билан жуда чиройли, юксак инсоний ахлокий мазмунга эга бўлган миллий урф-одатларимиз асосида жамиятимиз келажаги бўлган ёш авлодни ўқитиш бахтига муяссар булдик. Бу нарса барча муаллимлар катори биз ўқитувчиларнинг ҳам калбидамизда юксак ғурур хисларини шакллантиради. Мана шу

шароитда ҳаммамиз жуда катта кутаринкилик билан жамиятимизнинг ёш авлодини юксак ватанпарварлик, халқпарварлик, миллий ғурур руҳида тарбиялашимизни талаб этади. Бу эса таълим-тарбия жараёнига янги ёндошишни, янги услуб ва мазмун, шакл ва воситалардан ҳам фойдаланишимизни тақозо этади. Эски услуб билан янги вазифаларни амалга ошириб бўлмайди.

Дастлаб «метод» тушунчаси ҳақида. Методик адабиётларда «ўқитиш методлари» «таълим методлари» деб юритиладиган бу тушунчани «ўргатиш методлари» деб аташ маъқул туюлади. Чунки «таълим» бутун ўқув жараёнини ифодалайдаган тушунчадир. «Ўқитиш» тушунчаси эса «ўқишга ўргатиш» деган маънони ҳам беради. Дидактикада метод дейилганда ўқитувчининг ўқув дастури асосида, маълум мақсадни кўзлаган ҳолда ўқувчиларнинг ўқув фаолиятини ташкил қилиш ва бошқаришга йўналтириган фаолияти тушунилади. И. В. Раҳмонов таърифича, «Метод - мақсад сари йўналтириган система бўлиб, у бир - бирлари билан шартли боғланган ур». Чет тиллар ўргатишнинг ривожланиш босқичларида турли методлар қулланилган. [12,28]

Жумладан, қуйидаги ўргатиш методлари ҳақида фикрлар билдирилганлигини кўрамиз:

1. Грамматик-таржима методи;
2. Лексик-таржима методи;
3. Тўғри метод;
4. Пальмер методи;
5. Уэст методи;
6. Аудио-лингвал метод;
7. Проектлаб ўқитиш методи ва х, к.

Бу методларнинг вужудга келишига, шубҳасиз, педагогика, психология, шахс психологияси, лингвистика, психолингвистика фанларининг ривожланиши ва таъсири катта бўлади. Фикримизча, чет шли ўргатиш методлари ҳақидаги бундай турли туманлик методист олимлар орасида ҳамон ягона фикр йўқлигидандалолат беради. Масалан, И. В. Раҳмонов ва М. В. Ляховицкийларнинг фикрича чет тилини ўрта умумий метод орқали ўргатиш мумкин: 1. Намойиш қилиш (демонстрация) методи; 2. Тушунтириш методи; 3. Машқ ишлатиш ёки амалий ишларни ташкил қилиш методи. [13,35]

Р. К. Миньяр-Белоручев эса, бу уч методни бошқача атамалар орқали номлашни тақлиф қилади:

1. Тушунтириш методи;
3. Кўрсатиш методи;
3. Мустаҳкамлаш методи.

И. Л. Бим эса, ўргатиш методларини таснифлар экан уларни:

1. Кўрсатиш;
2. Тушунтириш;
3. Машқ, бажартириш;
4. Малакаларни амалда қўллаш каби турларга бўлади. [1,86]

Е. И. Пассов, И. М. Махмудовларнинг асарларида уларнинг сони янада қупайтирилади:

1. Тушунтириш методи (рецептив метод ёки кургазмали тушунтириш методи);
2. Репродуктив метод;

3. Муаммоли (проблемали) ўқитиш методи;

3. Эвристик суҳбат методи;

5. Илмий изланиш ёки илмий тадқиқот утказиш орқали ўргатиш методи. [14,200]

Назаримизда ўргатиш методларининг бундай турли-туман таснифланишида ўргатиш методлари, усуллари, тамойиллари узаро аралаштирилиб юборилган. Тушунтириш методи. Тушунтириш методи таълим жараёнида энг кенг қуллангандиган методлардан бири ҳисобланиб, ўқувчи ўқув дастурида белгиланган фонетик, лексик, грамматик материални оғзаки усулда ўқувчиларга тақдим қилади. Ўқитувчи хилма-хил кургазмали куроллардан, таълимнинг техника воситаларидан фойдаланган ҳолда ўқув материалининг мазмунини баён қилади, бу орқали ўқувчиларда дастлабки фонетик, лексик, грамматик кўникмаларни шакллантиради ва бу кўникмаларни амалда қўллаш йулларини курсатади. Бу метод ўқув материални мантикий изчиликда баён қилиш, турли маълумотлардан фойдаланиш, фанлараро боғлиқликни таъминлаш, узбек ва француз тилларини қиёслаб тушунтириш имкониятини беради. Бу методнинг самарадор бўлишлиги ўқитувчининг методик маҳоратига, яъни ўқув материални қизиқарли баён қила олишига, нутқининг жозибадорлигига ва ўзига жалб қила олишлигига, ифода усулининг кундалигига, мантикийлигига ва образлигига боғлиқ, Тушунтириш методи ўқитувчидан ўқувчиларнинг доимий равишда барқарор диққатларини сақлаб туришни, ўқув материалга нисбатан муносабат уйғота олишни ва шу жараёнда уни идрок қилиш ва тушуниш, хотирада сақлаш йулларидан, усулларидан фойдаланишни талаб қилади. Бу жуда ҳам мураккаб жараён бўлиб, унта ўқувчиларнинг фикрлаш қрибиятларини фаоллаштирадиган, хотираларини ривожлантирадиган усуллардан фойдаланиш орқалигина эришиш мумкин. Тушунтириш эвристик суҳбат, материални муаммоли баён қилиш, она тили билан таккрслаш орқали ҳам ташкил қилиниши мумкин. Тушунтиришга ажратилгандиган вақт ўқув материалининг осон-қийинлигига, ўқувчиларнинг ёш ва индивидуал хусусиятларига, таълим босқичига кура турлича булиши мумкин. Маълумот олиш тинглаб тушуниш ва ўқиш орқали амалга ошса, маълумот бериш гапириш ва фикрни ёзма баён қилиш орқали амалга ошади. Нутқ фаолияти шакли 2 та: оғзаки ва ёзма нутқ. Хозир инглиз тилини ўргатишда таржима (қилиш) ҳам фаолият ҳисобланади.

Оғзаки нутқни ўргатиш – тинглаб тушуниш ва гапиришни ўрганишни ўз ичига олади. Улар ажралмас қисмлардир. Уларни бир – биридан ажратиб ўргатиш қийин, хатто мумкин эмас десак ҳам бўлади. Оғзаки нутқнинг нутқ фаолиятимизда муҳимлиги ҳаммамизга аён. Оғзаки нутқ, нутқни тинглаб тушуниш ва гапириш шаклларида бўлиши мумкин. Ёзма нутқни ўргатишга эса ўқиш ва ёзувни ўргатиш киради. Тинглаб тушуниш ҳам нутқ фаолиятининг туридир. У рецептив нутқ фаолиятига киради. Тинглаб тушунишни сўзловчининг нутқини радиодан, магнитофондан, пластинкадан ва мулоқат пайтида тинглаб – тушуниб, маълумот олишдир. Уни баъзи адабиётларда “аудирование” деб ҳам юритилади. У мураккаб нутқ фаолиятидир, чунки тингловчи тезда шаклни қабул қила олиши, тезда мазмунни тушуна олиши, хотирада сақлаб қолиши зарур, акс ҳолда уни қайтадан кўриб, ўқиб тушуна олиши учун манба, шароит восита йўқ. Текширишлар шуни кўрсатдики, ўқувчилар ва талабаларда тинглаб тушуниш гапиришга қараганда кам тараққий этган. Ўқувчи ўқиганда, кўрганда тинглаб тушунишга қараганда олти марта кўп маълумот оларкан, сабаби уни устида кам ишлаганидир, мураккаблигидир.

Тинглаб тушуниш бошқа нутқ фаолиятларига ҳам ёрдам беради. У гапиришни ажралмас қисмидир. Тинглаб тушуниш билан гапириш иккаласи оғзаки нутқни ташкил қилади. У гапиришни бир қисмидир. Тажрибалар кўрсатадики, тинглаб тушунишни ривожланганига қараб, гапириш ҳам ривожланади, ўқувчи, айниқса, диалогда яхши қатнаша олади. Масалан: Инглиз тилидаги унли товушнинг киска чузиқлиги, сўз охиридаги ундош товушнинг жарангли-жарангсизлашувида юксак тақрибийликка интилиш зарурдир, акс холда мазмунга путур етади. Талаффуздаги тақрибийлик аввалан, ўрта мактаб шароити, яъни чет тил ўрганишнинг сунъий муҳити билан белгиланса, талаффуз лексика ва грамматикага нисбатан мураккабдир [14,200].

Тинглаб тушуниш орқали ҳам, ўқиш орқали ҳам маълумот қабул қилинади, шу сабабдан иккаласи ҳам рецептив нутқлардир. Ўқувчи тўғри ўқиган, талаффуз қилган сўзларни тезда қабул қилиб танийди ва тушуна олади. У ўзи тўғри ўқий олмаса, талаффуз қила олмаса, сўзларни тинглаганда таний олмайди, мазмунни тушунмайди. Ўқувчи ва талаба ёзганда ҳам сўзларни, гапларни тўғри ўқий олса, талаффуз қила олса, ёза олади, бу ҳам тинглаб тушунишга ёрдам беради. Ҳамма ўқув юртларида тинглаб тушунишни ўргатиш ҳам воситадан ҳам материалини оғзаки ўргатиш, тушунишда бошқа нутқ фаолиятларини ўргатишда воситачилик қилади, мақсад бўлганда эса, нутқни тинглаб маълумот олиш кўзда тутилади. Тинглаб тушунишнинг энг асосий мақсади, вазифаси, таниш тил материаллари асосида тузилган нотаниш мазмунли матнни, нутқни тинглаб тушунишдир. Ўрта мактаб чет тил дастурида тинглаб тушуниш бўйича ҳар бир синф учун талабалар белгиланган.

Кўзатиш методи. Чет тили ўргатишнинг муҳам методларидан бири кўзатиш методи бўлиб, у ўқувчиларда тилдаги фонетик, лексик, грамматик ходисалар ҳақида онгли тасаввур ва малакалар хосил қилишни, уларни амалда куллай олишни кўзда тутди. Кўзатиш ўқувчилар томонидан янги мавзу тушунтирилаётганда, синфда, уйда, мустақил ишларни бажараётганида амалга оширилади. [12,90] Кўзатиш ўқувчидан фаол фаолият талаб қилади. Ўқувчилар тил материали тушунтирилаётганида ёки мустақил иш-лаётганларида уни таҳлил қилишлари, мантиқий хулосаларга келишлари, фикрлашлари, она тили билан қиёслашлари лозим. қиёслаш, таҳлил қилиш, фикрлаш дастлабки кўникмалар шаклланишига олиб келади. Фикрлаш, муносабат билдириш ўқув материалини англашга ёрдам бериб, ўқувчини фаолликка йуналтиради. Кўзатиш ва фикрлаш орқали шакллантирилган дастлабки кўникмалар мустақил ишлар жараёнида, ма-лакаларни амалда қўллаш орқали мустаҳкамланади.

Малакаларни амалда мустаҳкамлаш методлари. Малакаларни амалда кўплаб методлари асосан дирснинг мустаҳкамлаш боскичида дастлабки кўникмаларни шакллантиришда, дирё жараёнида ёки уйда, лабороторияда оғзаки ва ёзма машқларни бажаришда, мавзу бўйича билимларни текшириш ва бахрлаш жараёнида амалга оширилади. Малакаларни амалда қўллашдан асосий мақсад эгалланган фонетик, лексик, грамматик малакаларни эркин мулоқдт, фикр алмашув жараёнида ишлатишга ургатишдир. Малакаларни амалда қўллаш табиий ёки сунъий нутқ, вазиятларида ташкил қилинади. Маълумки, сунъий равишда яратилган нутқ, ўқувчини ураб турган атроф-муҳидга, вазиятга мос келмаслиги туфайли ўқувчида уни ўрганиб олиш учун етарли диражада рағбат уйғотмайди. Масалан,ўқитувчи бир ўқувчига: «Сен дукондасан. Сотувчидан битта дафтар ва иккита ручка неча сўм турганлигини сура!» қабилда коммуникатив топширик, берса, иккинчи ўқувчига «сотувчи» сифатида унга тегишли жавоб беришни топширса, бу сунъий равишда яратилган нутқ, вазияти

хисобланади. Агар ўқувчи турмуш эҳтиёжлари туфайли сотувчидан француз тилида юкоридаги гапларни сўрашга мажбур бўлса, бу табиий равишда яратилган нутқ, вазияти хисобланади. Буни хисобга олиб ўқувчилар ўзларининг турмуш шароитида мактабда, кўчада, дўконда, учрашув ва ҳақозоларда дуч келадиган танишув, фикр билдириш, фикрни рад қилиш, фикрни қўллаб қувватлаш савол бериш, саволга жавоб беришга оид турли мавзулардаги нутқ, вазиятларига мос келадиган нутқ намуналарини ҳақиқий нутқ, вазиятларида амалда қўллашга ўрганадилар.

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VULGARIZMLAR USLUBIY VOSITA SIFATIDA

Qodirova Mashxura – Nizomiy nomidagi Toshkent davlar
pedagogika universiteti

Annotatsiya: Ushbu maqola vulgarizmlar va ularning tilshunoslikda uslubiy vosita sifatida qo'llaniishi haqida.

Kalit so'zlar: vulgarizmlar, uslubiy vosita, varvarizmlar, ekspressivlik.

Vulgarizm, varvarizmlar qo'llanilish doirasi chegaralangan so'zlar guruhiga kiadi. **Vulgarizmlar** - haqorat ma'nosida qo'llanadigan so'zlar. Bunday leksemalar yoki ularning vulgar ma'nolari adabiy til birligi sanalmaydi, ularni qo'llash nutq madaniyatiga xilof deb qaraladi, ammo badiiy asar tilida bunday so'zlardan uslubiy vosita sifatida foydalaniladi.

Ushbu leksik qatlam so'zlarida ko'p hollarda ekspressivlik ifodalanadi, ya'ni bunday so'zlar asosan so'zlashuv nutqiga xos bo'lib, mualliflar tomonidan ekspressivlik hosil qilish uchun ishlatiladi. Bunday so'zlar badiiy asarlarda qahramon tilini individuallashtirish maqsadida ishlatiladi. Ana shunday yo'llar bilan nutqning ta'sirchanligiga erishish mumkin.

Vulgarizmlarda o'ta salbiy munosabat, kamsitish, mensimaslik, haqorat kabi bir qator ifoda semalari juda ochiq ko'rinib turgan bo'ladi.

Bunday so'zlar ko'proq nominativ ma'nolariga ko'ra emas, ayni shu konnotativ ma'nolariga ko'ra nutqda yashaydi.²⁵:

Yuqorida aytilgan maqsadga ko'ra yozma badiiy nutqda ham ishlatiladi va o'ziga xos his-tuyg'uni ifodalaydi.

Yuqorida aytilgan maqsadga ko'ra yozma badiiy nutqda ham ishlatiladi. Quyidagi misolda varvarizm so'z so'zlovchining behihoya qattiq g'azbini ifodalash uchun qo'llangan: – **Padaringga la'nat!** – Rais buva tashqariga chiqib battar entikdi. – “Katta domla” bo'lmoq tugul akademik bo'lmaysanmi! Hali shunaqani o'ynatayki, shogirding bilan...–Tezroq,–dedi Shodivoyga o'shqirib. (O'. Hoshimov.) E, **haromi**, bas deyman senga, **shallaqi!** Xo'rdani ming shukur deb ichib o'tiraver. (Oybek.) Yolg'on gapirasan, **xunasa**, uyida bo'lmagansan. (T.M.) **Dayus**, **dayus** Vali tog'a, Mirvali tog'a **dayus** ... (S.Ahmad.). — **Jalldodning haromisini** menga ber, itning bolasidek bo'g'ib tashlayman!— deb qichqirdi u. (123)

So'zlarni ko'chma ma'noda qo'llash bilan ham emotsional –ekspressiv bo'yoqdorlik hosil qilinadi: — **Ilon** bolasi— **ilon!** Balki otasi o'rgatgandir. Lekin Madumarning atrofidagi ba'zi odamlar hamon shang'illashib, tahdid qilishar edi. (129-b.).

Quyidagi kabi holat esa so'zlovchining tinglovchi yoki o'zga subyektga nisbatan salbiy munosabatda bo'lganida yoki ayrim shaxslarning kirdikorlarini ochish lozim bo'lgan paytlarda yuz beradi: Anavi **to'nkani** nima qilamiz? – dedi Asadbek, jahlidan tushib ... (T.M.). Urish mana bunaqa bo'ladi, deb qoq jag'iga chunonam musht tushirdim-ki, Rais pufakdek uchib ketdi. Besh qadamcha nariga – ariq ichiga borib tushdi. Pishiq ekan, **xunasa!** (O'. Hoshimov.”Ikki karra ikki besh”).

– **Padaringga la'nat!** – Rais buva tashqariga chiqib battar entikdi. – “Katta domla” bo'lmoq tugul akademik bo'lmaysanmi! Hali shunaqani o'ynatayki, shogirding bilan ... Tezroq! – dedi Shodivoyga o'shqirib. (280-b.)

²⁵ Yo'ldoshev M. Badiiy matn va uning lingvopoetik tahlili asoslari. Toshkent, 2007 yil. 60-bet.

Vulgarizmlar ko`pincha so`zlashuv nutqiga xos hisoblanadi. Bunday leksemalar yoki ularning vulgar ma`nolari adabiy til birligi sanalmaydi, ularni qo`llash nutq madaniyatiga xilof deb qaraladi, ammo badiiy asar tilida bunday so`zlardan uslubiy vosita sifatida foydalaniladi²⁶. Ba`zan mualliflar qahramonning behiya tarng hissiy-emotsional holati, alam, qahru g`azabini ifodalash uchun haqorat so`zlardan foydalanadilar. Varvarizmlarning qo`llanishida ham ikki xil holat mavjud: 1) atayin tilni buzib qo`llash, asar qahramonlari tilida qo`llanganda, salbiy xususiyatini ko`rsatish maqsadida qo`llandi; 2) boshqa o`zga tili so`zlarini aynan qo`llash bilan muallif boshqa til egasini o`z tilida "gapirtiradi". Bunday so`zlar kam qo`llanadi va bu holatga ijobiy qaraladi.

Badiiy matnning lisoniy xususiyatlaridan eng muhimi ham shundaki, unda boshqa leksik birliklar vulgarizm va varvarizmlar qo`llanishi mumkin. Bulardan badiiy asrlarda ifodalanayotgan maqsad va vazifalardan kelib chiqqan holda uslubiy vosita sifatida foydalaniladi.

Leksemalarning nutq ko`rinishlariga xoslanishi haqida gap ketganda, ularning badiiy asar tilida qo`llanishini alohida baholash kerak, chunki badiiy nutq bilan badiiy asar tili bir hodisa emas: badiiy nutq adabiy nutqning bir ko`rinishi, u albatta adabiy til me`yorlariga bo`ysundiriladi; badiiy asar tilida esa adabiy til me`yorlaridan chetga chiqish holatlari ham kuzatiladi: badiiy asardagi obraz va personajlar tilining tipiklashtirilishi shuni taqozo qiladi, demak, badiiy nutq badiiy asar tilining yetakchi komponenti, ammo yagona komponent emas. Unda badiiy nutq bilan parallel ravishda, asardagi maqsad va vazifalardan kelib chiqib, so`zlashuv nutqi qoliplari va elementlaridan, umumnutq qatlam so`zlaridan ham foydalaniladi: muallif nutqi, muallif tili shaklida berilayotgan bayon va izohlar, asosan, adabiy nutq me`yorlariga tayanadi (so`zlarning tanlanishi ham shunga asoslanadi), obraz va personajlar tilida esa funksional uslubning barcha turlaridan foydalaniladi.

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MODANING KELIB CHIQISH TARIXI

**S.B.Yadigarova, Termiz Davlat Universiteti xorijiy til va adabiyoti
1- kurs magistranti**

Annotasiya: Bu maqola insoniyat tarixida modaning yaratilishi tarixi haqida bo`lib, unda uning kelib chiqish sabablari, modaning yaratilishdagi guruh turlari, kolleksiya to`plamlari, uning taraqqiyotining asosiy bosqichlari haqida yozilgan."Haute couture " va "Pret-a-porter" kolleksiya to`plamlari haqida tushuncha berilgan.

²⁶ Jamolxonov H. Hozirgi o`zbek adabiy tili. Toshkent, 2005 y. 203-b.

Kalit so'zlar: moda, antic davr, aksessuarlar, vogue, kontraktorlar, Levi Straus, Koko Shanel, Kristian Dior, Yuber Jivanshi, Kenzo Tokada, Yoshi Yamamoto, Cucci kutyurlar, pret-a-porter, haute couture, couture, modalar uyi, estetika.

MODA- lotincha “ modus-me'yor ,usul,qoida”so'zlaridan kelib chiqqan bo'lib,quyidagi ma'nolarni ifodalaydi:

1) Turmush yoki madaniyatda muayyan did yoki qiziqishning ma'lum vaqtgacha qaror topishi ;

2) Kiyim shakli va namunalarining o'zgarishi;

3) Vaqtinchalik ,tez o'tib ketadigan shuhrat .

Uslubdan farqli o'laroq moda turmush buyumlari va badiiy asarning tashqi dhakllarining qisqa muddatli hamda yuzaki o'zgarishlarini ifodalaydi. MODA

-kiyim –kechak,poyabzal ,aksessuarlar, bo'yanish, soch turmagi, turmush yoki madaniyatda muayyan did yoki qiziqishning ma'lum vaqtgacha qaror topishini o'z ichiga oladi.

MODA o'ziga xos atama bo'lib ko'pincha odatiy tendensiyani insonning ko'rinishi va kiyinishi, shuningdek xatti-harakatlaridagi uslublarni anglatadi.

XIX asr oxirigacha moda atamasi mavjud emas edi, ammo modaning ijtimoiy fenomen sifatida antik davrlardan boshlab mavjudligi haqida tarixiy manbalardan bizga ma'lum. Chunki bu vaqtda aholining asosiy qatlami past darajada edi, shunga ko'ra aholi birinchi navbatda zaruriy bo'lgan mahsulotlargagina ehtiyoj bo'lgan.

Moda mahsulotlari asosan zargarlik buyumlari ,shohona kiyimlar faqatgina kam sonli zodagonlar va boylar tomonidan sotib olinardi xalos

Taxminan 1890-1960 yillarda moda kiyimlari va aksessuarlarining ishlab chiqarilishi yo'lga qo'yildi va bu ishlab chiqarish kichik biznesdan katta industriya ya'ni moda industriyasiga aylandi. Shunday qilib XIX asrning oxirlariga kelib modaga oid maxsus jurnallar,gazetalar paydo bo'la boshladi.Bu jurnal va gazetalarda mavsumning yangiliklari haqida hikoya qilinar edi.

1950-1960 yillarga kelib rivojlangan mamlakatlarda moda rivojining tendensiyalarini tahlil qilib boruvchi firmalar paydo bo'la boshladi.Bu esa o'z navbatida dizaynerlarga va mato ishlab chiqarish fabrikalarga ham talab kuchayib bordi.

Moda mahsulotlarini ishlab chiqaruvchi ikki guruhga bo'linadilar :

1)To'g'ridan –to'g'ri ishlab chiqaruvchilar;

2) Kontraktorlar

To'g'ridan –to'g'ri ishlab chiqaruvchilar –bular shunday kompaniyalarki, ular o'z mahsulotlarini ,shaxsiy markalarini yaratib ,modellar kolleksiyalarini ishlab chiqishadi va undan keyin ularni o'z shaxsiy korxonalarida ishlab chiqarishadi. Bunga misol tariqasida AQSH dagi **LEVI STRAUSS and CO** kompaniyasini olishimiz mumkin. Bu tipdagi yirik kompaniyalar juda kam.Bunday kompaniyalar o'zlari modellar yaratib va kolleksiyasining barchasini to'liq ishlab chiqaradigan bunday kompaniyalar chegaralangan assortimentdagi mahsulotlarni kam seriyada va unchalik katta bo'lmagan tirajda ishlab chiqarishadi.

Kontraktorlar esa faqatgina dizayn yaratib berish bilan shug'ullanishadi. Masalan **CUCCI, LEVIS** va hokazolar.

1960-1980 yillarda moda ikki darajaga bo'lindi;

1) **Kutyuryelar** mahsuloti –individual buyurtmalar. Bunga misol qilib mashhur kutyuryelar **KOKO SHANEL,KRISTIAN DIOR, IV SEN LORAN, YUBER JIVANSHI** larni olishimiz mumkin.

2) **Pret-a-porte** – o'rta sinf uchun ommaviy ishlab chiqarish.

1990 yillarda modada “**plyuralizm**” ustunlik qildi .Boshqacha qilib aytganda , bu davrda biror bir uslub hukmron emas edi, chunki moda tendensiyalari bir necha trendlarga bo'linib ketgan edi.Bu bilan parallel ravishda o'zgarishlar tezligi o'sib borardi ,chunki yangi uslub ,moda haqidagi ma'lumotlar qulay kommunikasiya vositalari yordamida bir zumda tarqala boshlardi. Asr oxiriga kelib moda szilarli darajada yoshardi.

Moda industriyasi G'arbiy Yevropa sivilizasiyasining fenomeni sifatida shakllandi.XX asrning oxiriga qadar modaga o'zga madaniyatlarining ta'siri bo'lmagan lekin XX asr globallashuv nafaqat Yevropa modasining butun dunyo bo'yicha ko'rsatilishiga ,balki bu industriya Sharq mamlakatlarining ta'sir ko'rsatishiga ham sabab bo'ldi.

Yaponiyada xalqaro miqyosidagi moda mahsulotlarini ishlab chiqaruvchilar paydo bo'ldi. Masalan Isse Mike ,Yoshi Yamamoto va boshqalarni misol tariqasida ko'rsatish mumkin. Shuningdek parijlik kutyure Kenzo Tokada butun dunyoga mashhur bo'ldi.

Dunyoda mashhur jurnallardan biri “**VOGUE**” sahifalarida kundalik hayot uchun mo'ljallangan kolleksiyalarni emas balki, asosiy yo'nalishlar, tendensiyalarni namoyish qilib boradi.

Moda kiyim bozori narxlar shkalasi bo'cha ikki guruhga bo'linadi;

1) **Pret-a-porter** –tayyor libos bo'lib, u har kunga mo'ljallangan yoki uni mass-market deb ham atashadi.

2) **Courtoure**- faqat buyurtma asosida tantanali vaziyatlar uchun tikilgan libosdir.

“Pret-a-porter” kolleksiyasidan farqli ravishda moda Couture standart razmerlar bilan emas balki, millimetrlar bilan ish ko'radi.Libos buyurtmachi tanasida yaratiladi,birorta detal ham osilib yoki qiyshiq turishi mumkin emas.

Dunyoga mashhur dizaynerlar ishlaydigan Modalar uylari tomonidan yaratiladigan buyumlar bir nechta kategoriyalarga bo'linadi . Ularning eksklyuzivi Haute Couture. Haute Couture dagi buyumlarni kutyurlarning shaxsan o'zlari buyurtmaga ko'ra faqat yagona nusxada yaratishadi.

Yuksak moda haftaliklari va prêt-a-porter moda haftaliklari har xil vaqtda o'tkazilishi jiddiy nazoratga olinadi. Haute Couture namoyishlarida faqat boy-badavlat mashhur kishilar ,100.000 \$ ortiq baholanadigan libos sotib olish imkoniyatiga ega bo'lgan odamlar qatnashishlari mumkin.

“Haute-Couture” dan keyin “Couture” darajasidagi buyumlar keladi. Bu moda uylari ham mijoz o'lchamlari asosida yagona nusxada libos tikishadi ,ammo ular “Haute Couture” modalar uyining boshqa talablariga javob bera olmaydilar

Xulosa qilib aytganda, Moda inson taraqqiyotining rivojlanishining bir ko'rinishi bo'lib ,u insoniyat turmush tarzi rivojlanishi , ozgarishi bilan o'zgarib, rivojlanib boraveradi. Moda did, estetika bilan chambarchars bog'liqdir. Har bir davrning o'ziga xos kiyinish uslubi bo'lgani kabi modada ham davrga qarab o'zgarishlar sodir bo'ladi. Moda mavzusi kun sayin , tobora ommalashib bormoqda, shu bilan birga unga qiziqish ham tobora o'sib bormoqda. Shu sababli modaga oid maqolalar, kitoblar, darsliklar, biografiyalar soni ortib bormoqda.

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УМУМТАЪЛИМ МАКТАБЛАРИ ХОДИМЛАРИНИНГ ДИРЕКТОР ЖАМҒАРМАСИ ОРҚАЛИ РАҒБАТЛАНТИРИШ ЙЎНАЛИШЛАРИ

Ботиров Лазизбек
Тошкент молий институти
Бюджет ҳисоби ва назорати мутухассислиги II босқич магистранти

***Аннотация:** Ушбу мақолада умумий ўрта таълим муассасаларининг ўртак кўрсатган ходимларини рағбатлантиришнинг директор жамғармасини ташкил этиши, унинг маблағларидан фойдаланиш, педагог ходимлар, кутубхоначилар ва психологларнинг рағбатлантириш тартиби баён қилинган.*

***Калим сўзлар:** Мактаб, директор жамғармаси, моддий рағбат, халқ таълими, педагог, кутубхоначи, психолог, маҳорат, олимпиада, Президент мактаби.*

Умумий ўрта таълим муассасаларининг ўртак кўрсатган ходимларини рағбатлантириш директор жамғармаси ташкил этилади. Жамғарма умумий ўрта таълимнинг давлат таълим стандартларига мувофиқ ўқувчиларга таълим берадиган барча тур ва номдаги умумий ўрта таълим мактаблари ҳамда мактаб-интернатларда ташкил этилади. Жамғармани ташкил этишдан мақсад умумтаълим муассасасида ўқув-тарбия жараёнининг самарадорлиги ва сифатини оширишни рағбатлантириш, педагог, психолог ва кутубхона ходимларига ойлик устама белгилаш, умумтаълим муассасалари ходимларини мукофотлаш ва уларга моддий ёрдам бериш, педагог ходимларнинг касб маҳорати ва малакасини оширишини рағбатлантириш ҳисобланади.

Шундан келиб чиқиб, директор жамғармаси қуйидаги вазифаларни бажаради:

умумтаълим муассасаларининг ўртак кўрсатган педагог (улар умумий сонининг кўпи билан 50 фоизи), психолог ва кутубхона ходимларининг базавий тариф ставкасига ҳар ойлик устама белгилаш йўли билан уларни моддий рағбатлантириш;

умумтаълим муассасалари ходимларини мукофотлаш ва уларга моддий ёрдам бериш;

тежалган маблағлар мавжуд бўлган тақдирда, ушбу маблағлар ҳисобидан ходимларнинг вақтинча меҳнатга лаёқатсизлиги бўйича тўланмаган нафақаларни молиялаштириш²⁷.

Айни вақтгача директор жамғармасининг фаолиятини тартибга солиб турувчи бир қатор норматив-ҳужжатлар қабул қилинган. Жумладан, Ўзбекистон Республикаси Президентининг “Халқ таълими ходимлари меҳнатига ҳақ тўлаш тизимини такомиллаштириш ва уни моддий рағбатлантиришни кучайтириш чора-тадбирлари

²⁷ Умумий ўрта таълим муассасаларининг ўртак кўрсатган ходимларини рағбатлантиришнинг директор жамғармасини ташкил этиш ва унинг маблағларидан фойдаланиш тартиби тўғрисида Низом // [https://nrm.uz/contentf?doc=601649_umumiy_o%20%80%98rta_talim_muassasalarining_o%20%80%98rnak_ko%20%80%98rsatgan_hodimlarini_rag%20%80%98batlantirishning_direktor_jamg%20%80%98armasini_tashkil_etish_va_uning_mablag%20%80%98laridan_foydalanish_tartibi_to%20%80%98g%20%80%98risida_nizom_\(o%20%80%98zr_vm_30_09_2019_y_823-son_qaroriga_1-ilova\)&products=1_vse_zakonodatelstvo_uzbekistana](https://nrm.uz/contentf?doc=601649_umumiy_o%20%80%98rta_talim_muassasalarining_o%20%80%98rnak_ko%20%80%98rsatgan_hodimlarini_rag%20%80%98batlantirishning_direktor_jamg%20%80%98armasini_tashkil_etish_va_uning_mablag%20%80%98laridan_foydalanish_tartibi_to%20%80%98g%20%80%98risida_nizom_(o%20%80%98zr_vm_30_09_2019_y_823-son_qaroriga_1-ilova)&products=1_vse_zakonodatelstvo_uzbekistana)

тўғрисида” 2005 йил 25 ноябрдаги ПҚ–227-сон ҳамда 2018 йил 14 августдаги ПҚ-3907-сон “Ёшларни маънавий-ахлоқий ва жисмоний баркамол этиб тарбиялаш, уларга таълим-тарбия бериш тизимини сифат жиҳатидан янги босқичга кўтариш чоратадбирлари тўғрисида”ги қарорларига мувофиқ директор Жамғармаси фаолият юритади.

Ушбу ҳуқуқий ҳужжатларда ўқув-тарбия жараёнининг самарадорлиги ва сифатини оширишни рағбатлантириш, умумтаълим муассасалари ўқитувчилари меҳнатига ҳақ тўлашнинг уларнинг ўқув ва тарбия жараёнига кўшган шахсий ҳиссаси билан бевосита ўзаро алоқадорлигини таъминлаш, касб маҳорати ва малака ўсишини рағбатлантиришни кучайтириш, илғор хорижий тажрибадан келиб чиқиб, директор жамғармаси маблағлари ҳисобидан умумтаълим муассасаларининг ўртак кўрсатган педагог кадрларни фаолиятининг натижавийлиги асосида рағбатлантиришнинг шаффоф тизими ҳуқуқий асосини топган.

Бу борада 2019 йил 23 октябрда қабул қилинган “Умумий ўрта таълим муассасаларининг ўртак кўрсатган ходимларини рағбатлантиришнинг директор жамғармасини ташкил этиш ва унинг маблағларидан фойдаланиш тартиби тўғрисида Низом” алоҳида аҳамиятга эга. Унда педагог, психолог ва кутубхона ходимларига ойлик устама белгилаш, умумтаълим муассасалари ходимларини мукофотлаш ва уларга моддий ёрдам беришни ташкил этиш, ишчи гуруҳга ҳужжатларни тақдим этиш, педагог, психолог ва кутубхона ходимларининг базавий тариф ставкаларига ҳар ойлик устама белгилаш, умумтаълим муассасалари ходимларига белгиланадиган устамалар ва рағбатлантиришнинг бошқа турлари батафсил кўрсатиб берилган.

Директор Жамғармасидан педагог, психолог ва кутубхона ходимларини рағбатлантириш аниқ йўналишлари мавжуд. Яъни, педагог, психолог ва кутубхона ходимларининг базавий тариф ставкаларига ҳар ойлик устамалар тарбиявий жараённинг амалга оширилиш сифати ва самарадорлигига, синфдан ташқари ишларга ҳамда ўқувчиларни инсонпарварлик ва меҳр-оқибат руҳида тарбиялашга, тегишли синфлар ва ўқув фанлари учун тасдиқланган умумий ўрта таълимнинг давлат таълим стандартларида назарда тутилган билимлар ва кўникмалар тўлиқ ҳажмининг ўқувчилар томонидан ўзлаштириб олиниши даражасига ва ўқув жараёнига қўшилган аниқ ҳисса, ўқитишнинг юқори самарадорлиги ва сифати учун 40 фоизгача миқдорда белгиланади.

Педагог ходимларнинг фаолиятини баҳолаш мезонлари асосида тўплаган умумий баллари бўйича уларга қуйидаги миқдорларда устама ҳақ белгиланади: 65-70 балл тўпласа - 10 фоиз; 71-75-балл тўпласа - 15 фоиз; 76-80 балл тўпласа - 20 фоиз; 81-85 балл тўпласа - 25 фоиз; 86-90 балл тўпласа - 30 фоиз; 91-95 балл тўпласа - 35 фоиз; 96-100 балл тўпласа - 40 фоиз. Кутубхона ходимларининг фаолиятини баҳолаш мезонлари асосида тўпланган умумий баллари бўйича уларга қуйидаги миқдорларда устама ҳақ белгиланади: 65-75 балл тўпласа - 10 фоиз; 76-85-балл тўпласа - 15 фоиз; 86-100 балл тўпласа - 20 фоиз. Психолог ходимларининг фаолиятини баҳолаш мезонлари асосида тўпланган умумий баллари бўйича уларга қуйидаги миқдорларда устама ҳақ белгиланади: 65-75 балл тўпласа - 10 фоиз; 76-85-балл тўпласа - 15 фоиз; 86-100 балл тўпласа - 20 фоиз. Умумтаълим муассасалари педагог, кутубхоначи ва

психолог ходимларининг базавий тариф ставкаларига жамғарма ҳисобидан ҳар ойлик устамалар янги ўқув йили учун ўтган ўқув йили якунлари бўйича белгиланади²⁸.

Умумий ўрта таълим муассасаларининг ўртак кўрсатган ходимларини рағбатлантиришнинг директор жамғармаси маблағларидан фойдаланиш тартибини амалиётга жорий этиш қуйидаги схема²⁹ орқали амалга оширилади:

Босқичлар	Субъектлар	Тадбирлар	Бажариш муддати
1-босқич	Мактаб	Мактаб педагогик кенгаш қарори, муассаса директорининг буйруғи билан умумтаълим муассасалари ходимларига ҳар ойлик устамалар белгилаш, мукофотлаш ва уларга моддий ёрдам бериш бўйича мактаб ҳузурида Ишчи гуруҳ тасдиқланади.	Доимий Ҳар янги ўқув йили бошлангунга қадар
2-босқич	Ишчи гуруҳ	Мактабда фаолият кўрсатаётган ўқитувчилар ҳамда кутубхона ходимларини фаолиятини тасдиқланган мезонлар асосида ўрганиб чиқиб баҳолайди ва 10 фоиздан 40 фоизгача базавий тариф ставкасига ҳар ойлик устама белгилаш тўғрисидаги қарор қабул қилади. Умумтаълим муассасаларининг ўртак кўрсатган ходимларини календарь йили давомида жами икки лавозим маошигача миқдорда мукофот тўлаш юзасидан қарорлар қабул қилади. Умумтаълим муассасалари ходимларига уларнинг мурожаатлари ёки қасаба уюшмаси кўмитасининг ташаббусига кўра моддий ёрдам	Ҳар йили 1 июлга қадар Календарь йили чорак якунида Мурожаатга асосан

²⁸ Умумий ўрта таълим муассасаларининг ўртак кўрсатган ходимларини рағбатлантиришнинг директор жамғармасини ташкил этиш ва унинг маблағларидан фойдаланиш тартиби тўғрисида Низом // [https://nrm.uz/contentf?doc=601649_umumiy_o%E2%80%98rta_talim_muassasalarining_o%E2%80%98rnak_ko%E2%80%98rsatgan_hodimlarini_rag%E2%80%98batlantirishning_direktor_jamg%E2%80%98armasini_tas_hkil_etish_va_uning_mablag%E2%80%98laridan_foydalanish_tartibi_to%E2%80%98g%E2%80%98risida_nizom_\(o%E2%80%98zr_vm_30_09_2019_y_823-son_qaroriga_1-ilova\)&products=1_vse_zakonodatelstvo_uzbekistana](https://nrm.uz/contentf?doc=601649_umumiy_o%E2%80%98rta_talim_muassasalarining_o%E2%80%98rnak_ko%E2%80%98rsatgan_hodimlarini_rag%E2%80%98batlantirishning_direktor_jamg%E2%80%98armasini_tas_hkil_etish_va_uning_mablag%E2%80%98laridan_foydalanish_tartibi_to%E2%80%98g%E2%80%98risida_nizom_(o%E2%80%98zr_vm_30_09_2019_y_823-son_qaroriga_1-ilova)&products=1_vse_zakonodatelstvo_uzbekistana)

²⁹ Қонун ҳужжатлари маълумотлари миллий базаси (www.lex.uz), 2019 йил 30 сентябрь.

		белгилайди.	
3-босқич	Ишчи гуруҳ	<p>Ҳар ойлик базавий тариф ставкаларига нисбатан 100 фоизлик устама ҳақ олишга даъвогар ўқитувчилар рўйхатини кўриб чиқиб, туман (шаҳар) халқ таълими бўлимига тақдим этади.</p> <p>Туман (шаҳар) халқ таълими бўлими томонидан ташқи мониторинг тарзида баҳолаш натижалари асосида ҳар ойлик базавий тариф ставкаларига нисбатан 100 фоиз устамалар белгилайди.</p>	Ҳар йили 1 июлга қадар
4-босқич	Ишчи гуруҳи	<p>Худудий, республика ва халқаро фан олимпиадаларида совринли ўринларни қўлга киритган ўқувчиларни тайёрлаганлиги учун Умумтаълим муассасаларининг ўқитувчиларини директор жамғармаси ҳисобидан энг кам ойлик иш ҳақининг 5 бараваридан 50 бараваригача миқдорда бир марталик пул мукофоти билан тақдирлайди.</p>	Фан олимпиадалари якунларига кўра
5-босқич	Мактаб	Ишчи гуруҳнинг қарорлари ижросини таъминлаш юзасидан мактаб директорининг буйруғини чиқаради.	Доимий
6-босқич	Мактаб	Умумтаълим муассасасининг ҳаммага кўринадиган жойидаги ахборотлар стенди ҳамда мактабнинг Интернет жаҳон ахборот тармоғидаги расмий веб-сайтида Ишчи гуруҳнинг қарори тўғрисидаги тўлиқ маълумотлар мунтазам равишда эълон қилиб борилади.	Доимий
7-босқич	Туман (шаҳар) халқ таълими бўлими	Ишчи гуруҳнинг қарорлари асосида қабул қилинган мактаб директорининг буйруғига мувофиқ умумтаълим муассасалари	Доимий

		ходимларига ҳар ойлик устамаларни, мукофот ва моддий ёрдам пулларини тўлаб беради.	
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Устама белгилаш, моддий рағбатлантириш ва моддий ёрдам бериш масалаларини ҳал этиш учун ишчи гуруҳ камида 7 кишидан иборат тоқ сонда тасдиқланади. Муассаса директорининг буйруғи билан ташкил этилади. Директорнинг ўзи – раҳбар, аъзолари - ўқув ишлари бўйича директор ўринбосари, маънавий-маърифий ишлар бўйича директор ўринбосари, касаба уюшмаси қўмитаси раиси, педагог ходимлари орасидан ҳамда умумий ўрта таълим муассасаси кузатув кенгаши ва ўқувчиларнинг ота-оналаридан вакиллардан иборат бўлади. Ушбу ишчи гуруҳ таркиби ҳар ўқув йили бошлангунга қадар педагогик кенгаши томонидан қайта кўриб чиқилади.

Ишчи гуруҳ мажлиси бир йилда камида 1 марта, бошқа ҳолатларда эса зарурат туғилганда ўтказилади (*масалан, моддий ёрдам кўрсатиши тўғрисидаги масалани кўриб чиқиш учун*). Мажлис ишчи гуруҳ аъзолари умумий сонининг 2/3 қисми иштирок этса ваколатли ҳисобланади (кворум), бунда касаба уюшмаси ва ота-оналар қўмитаси вакилларининг иштироки мажбурийдир. Қарорлар оддий кўпчилик овоз бериши йўли билан қабул қилинади, ишчи гуруҳ раҳбари (директор) барча аъзолардан сўнг овоз беради, овозлар сони тенг бўлиб қолганда раҳбарнинг овози ҳал қилувчи ҳисобланади. Ишчи гуруҳ аъзосига тааллуқли масала кўриб чиқиладиган бўлса, у мажлисда иштирок этмайди ҳамда бу ҳақда баённомада қайд этилади³⁰.

Шунингдек, директор жамғармаси орқали умумтаълим муассасасининг педагог ходимлари фаолияти давомида халқаро баҳолаш дастурлари бўйича халқаро тадқиқотларга ўқувчиларни тайёрлаб бориш ишларига муносиб ҳисса қўшган учун, умумтаълим муассасасида ўқув-тарбия жараёни сифатини янада яхшилаш, фанлараро интеграцияни кучайтириш, таълим ва тарбия жараёнини замонавий педагогик технологиялар асосида ташкил этиш, STEAM ёндашувини самарали татбиқ этиш, таълим жараёнида педагог ходимларга ўз вақтида методик ёрдамни ташкил этиш, уларнинг касбий ва методик маҳоратини ҳамда малакасини оширишда фаоллиги учун моддий рағбатлантирилади.

Умумтаълим муассасаларининг ўрнатилган кўрсаткичларини умумтаълим муассасасини ривожлантиришга қўшган шахсий ҳиссаси ва ўз фаолиятида юқори кўрсаткичларга эришганлиги учун ҳамда республикада нишонланадиган байрам саналари муносабати билан уларга календарь йили давомида жами икки лавозим маошигача миқдорда мукофот пули тўлаш йўли билан моддий рағбатлантирилади. Ушбу тўловлар Жамғарма маблағлари доирасидан келиб чиққан ҳолда, йилига бир неча мартаба амалга оширилиши мумкин.

Шу билан бирга, халқаро математика олимпиадаси - International Mathematical Olympiad (IMO), Халқаро физика олимпиадаси - International Physics Olympiad (IPhO), Халқаро кимё олимпиадаси - International Chemistry Olympiad (IChO), Халқаро биология олимпиадаси - International Biology Olympiad (IBO), Халқаро информатика олимпиадаси - International Olympiad in Informatics (IOI) ғолибларини тайёрлаган ўқитувчилар ва таълим муассасаси директорларига навбатдаги ўқув йили учун

³⁰ Мактаб ходимларига устамалар қандай белгиланади //

https://www.norma.uz/qonunchilikda_yangi/maktab_hodimlariga_ustamalar_qanday_belgilanadi

Жамғарма маблағлари ҳисобидан олтин, кумуш ва бронза медалларига қараб тегишинча қўшимча 200, 175 ва 150 фоизлик устама ҳақ тўланади³¹.

Умумтаълим муассасалари битирувчиларининг олий ҳамда профессионал таълим ташкилотларига ўқишга кириш ҳамда ишга жойлашиш кўрсаткичлари асосида ҳар йили 1 февралга қадар ўтган йилги эришилган натижалардан келиб чиқиб, умумтаълим муассасалари раҳбар ходимлари қуйидаги меҳнатга ҳақ тўлашнинг энг кам миқдорида рағбатлантирилади.

Президент мактабларига танлов асосида қабул қилинган ҳар бир ўқувчи учун тегишли умумтаълим муассасасининг мос (танлов, мусобақа, имтиҳон фанлари) фан ўқитувчиси Жамғарма маблағлари ҳисобидан базавий тариф ставкасининг икки баравари миқдорида бир йўла мукофот пули тўлаш йўли билан рағбатлантирилиши мумкин.

Умумтаълим муассасалари ходимларига моддий ёрдам уларнинг мурожаатига қўра ёки умумтаълим муассасаси касаба уюшмаси ташкилотининг ташаббуси бўйича фавқулодда ҳолларда, яъни яқин қариндоши (отаси, онаси, турмуш ўртоғи, фарзанди) вафот этганда, ходим ва унинг яқин қариндоши (отаси, онаси, турмуш ўртоғи, фарзанди) оғир жароҳат олганда, оғир касалликка чалинганда, ходим табиий офатдан зарар кўрганда кўрсатилади³².

Директор жамғармаси орқали моддий рағбатлантириш давлат томонидан педагог ходимларнинг фаол қўллаб-қувватлаш ҳисобланади. Биргина Жиззах вилояти халқ таълими бошқармаси томонидан 2020 йил январь-июнь ҳолатига ўқитувчиларнинг жами иш ҳаққи фондига 321 млрд. 838.6 млн. сўм ажратилган. Директор жамғармасига ходимларнинг ойлик иш ҳаққи фондининг 12% миқдорида маблағ ажратилиши режалаштирилган, яъни бу маблағ 33 млрд. 714.4 .8 млн. сўмни ташкил қилади.

Жиззах вилояти Халқ таълими бошқармасига қарашли умумтаълим мактабларида фаолият кўрсатаётган ўқитувчилар 22169 нафарни ташкил этади. Директор жамғармасидан устама олувчи ўқитувчилар 7070 нафар. Бу жами ўқитувчига нисбатан 32,0% дир. Шундан икки тур устама бўйича 611 нафар, касб маҳорати учун устама олувчи ўқитувчилар 4081 нафарни, синфдан ташқари ва тарбиявий ишлар учун устама олувчи ўқитувчилар 2632 нафарни, устама олувчи кутубхоначилар 126 нафарни ташкил этади.

2020 йил июнь ҳолатига иш ҳақи 321 млрд. 838.6 млн. сўм ажратилган, директор жамғармасидан 33 млрд. 714 .80 млн. сўмни ташкил этиб, касб маҳорати учун 8 млрд. 428 млн сўм, синфдан ташқари ва тарбиявий ишлар 3 млрд. 371 млн. сўм, кутубхоначилар учун 2 млрд. 191 млн. сўм, моддий рағбатлантириш учун 15 млрд. 779.4 млн. сўм, моддий ёрдам учун 3 млрд. 944.8 млн. сўм миқдорида белгиланган³³.

Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2020 йил 31 декабрдаги “Вазирлар Маҳкамасининг “Умумий ўрта таълим муассасаларининг ўрнатилган

³¹ Қонун ҳужжатлари маълумотлари миллий базаси (www.lex.uz), 2019 йил 30 сентябрь.

³² Умумий ўрта таълим муассасаларининг ўрнатилган ходимларини рағбатлантиришнинг директор жамғармасини ташкил этиш ва унинг маблағларидан фойдаланиш тартиби тўғрисида Низом // [https://nrm.uz/contentf?doc=601649_umumiy_o%20%80%98rta_talim_muassasalarining_o%20%80%98rak_ko%20%80%98rsatgan_hodimlarini_rag%20%80%98batlantirishning_direktor_jamg%20%80%98armasini_tas_hkil_etish_va_uning_mablag%20%80%98laridan_foydalanish_tartibi_to%20%80%98g%20%80%98risida_nizom_\(o%20%80%98zr_vm_30_09_2019_y_823-son_qaroriga_1-ilova\)&products=1_vse_zakonodatelstvo_uzbekistana](https://nrm.uz/contentf?doc=601649_umumiy_o%20%80%98rta_talim_muassasalarining_o%20%80%98rak_ko%20%80%98rsatgan_hodimlarini_rag%20%80%98batlantirishning_direktor_jamg%20%80%98armasini_tas_hkil_etish_va_uning_mablag%20%80%98laridan_foydalanish_tartibi_to%20%80%98g%20%80%98risida_nizom_(o%20%80%98zr_vm_30_09_2019_y_823-son_qaroriga_1-ilova)&products=1_vse_zakonodatelstvo_uzbekistana)

³³ Жиззах вилояти халқ таълими бошқармаси маълумоти. 31.03.2021.

ходимларини моддий рағбатлантириш тартибини такомиллаштириш тўғрисида” 2019 йил 30 сентябрдаги 823-сон қарорига ўзгартириш ва қўшимчалар киритиш ҳақида” 831-сонли қарори қабул қилинди³⁴. Мазкур Қарор педагог, кутубхоначи ва психолог ходимларнинг рағбатлантириш тизими бўйича навбатдаги қадам ҳисобланади.

Хулоса қилиб айтганда, директор жамғармаси орқали умумтаълим мактаблари педагог ходимларини рағбатлантириш мактаб жамоасидаги ишчанликни оширади, ўз фаолиятдан қониқиш ва янги марралар сари интилишга йўл очади. Бугунги кунда умумтаълим мактаблари олдида катта вазифалар қўйилган. Мазкур вазифаларни амалга ошириш учун педагог ходимлар тегишлича рағбатлантирилиши муҳим.

Фойдаланилган адабиётлар

1. Умумий ўрта таълим муассасаларининг ўрнак кўрсатган ходимларини рағбатлантиришнинг директор жамғармасини ташкил этиш ва унинг маблағларидан фойдаланиш тартиби тўғрисида Низом // <https://nrm.uz/contentf?>

2. Мактаб ходимларига устамалар қандай белгиланади // https://www.norma.uz/qonunchilikda_yangi/maktab_hodimlariga_ustamalar_qanday_belgilanadi

3. Қонун ҳужжатлари маълумотлари миллий базаси (www.lex.uz), 2019 йил 30 сентябрь.

4. Ўқитувчиларни Директор жамғармаси орқали моддий рағбатлантириш тизими такомиллаштирилди

//<https://xs.uz/uzkr/post/oqituvchilarni-direktor-zhamgarmasi-orqali-moddij-ragbatlantirish-tizimi-takomillashtirildi>

ЎЗБЕК ВА ИНГЛИЗ ТИЛЛАРИДА ФРАЗЕОЛОГИК БИРЛИКЛАРНИНГ АНТРОПОЦЕНТРИК ТАДҚИҚИГА ДОИР

Хуршид Жамолхонович Сайфуллаев- Жиззах давлат педагогика институти ўқитувчиси

Сўнгги йилларда икки тилларни ёки тиллар гуруҳларини қиёсий таҳлил қилишга қаратилган кўплаб монографик илмий ишлар юзага келди. Улар фразеологизмларнинг хусусий (индивидуал) хусусиятларига бағишланган бўлиб, турли тизимдаги тиллар фразеологияси, бир хил тузилишга ва функцияга эга бўлган фразеологик бирликларни, турғун тузилишга эга фразеологик бирликларни, турли хил модели фразеологик бирликларни, фразеологик бирликларнинг ўзига хос компонентлари таҳлили амалга оширилди. Соматик компонентлар, ҳаракат феъллари, рангларни ифодаладиган компонентлар, бир хил семантикага эга майдонлар ва гуруҳлар ва ниҳоят, тилларнинг фразеологик фондлари у ёки бу тарзда ўрганилди³⁵.

Фразеологик бирликларни ўрганиш жараёнида қиёсий-чоғиштириш таққослаш усулидан фойдаланишни олимлар мунозарали ва ҳатто имконсиз деб ҳисоблашган.

³⁴ Ўқитувчиларни Директор жамғармаси орқали моддий рағбатлантириш тизими такомиллаштирилди //<https://xs.uz/uzkr/post/oqituvchilarni-direktor-zhamgarmasi-orqali-moddij-ragbatlantirish-tizimi-takomillashtirildi>

³⁵ Қаранг.Йўлдошев Б.,У.Рашидова. Ўзбек фразеологияси (Библиографик кўрсаткич), Тошкент,2016 йил. 190-бет.

Аммо йигирманчи асрнинг 60-йилларининг иккинчи ярмида биринчи марта қиёсий, тизимли-типологик ва ареал фразеология масалалари самарқандлик тилшунослар Л.И.Ройзензон ва Ю.Ю. Авалиани асарларида илк бор кўтарилган ҳамда фразеологиянинг шаклланиши ва ривожланиши жараёнида турли тизимли тиллар ва ҳаттоки типологик жиҳатдан ҳар хил тиллар фразеологиясини қиёсий ўрганишнинг аҳамияти алоҳида таъкидланган.

Замонавий тилшуносликда қариндош ва қариндош бўлмаган тилларнинг фразеологиясини қиёсий ўрганиш инглиз, рус ва ўзбек тиллари фразеологиясининг ўзига хос хусусиятларини яхшироқ англашга, тиллараро фразеологик бирликларнинг моҳиятини аниқлашга имкон беради. Жумладан, таққосланган тилларнинг табиатидан келиб чиққан ҳолда алоқадор (инглиз ва немис), узоқ қариндошлик (рус ва немис); ўзаро боғлиқ бўлмаган (инглиз ва ўзбек); аралаш (немисча-русча-ўзбекча) фарқланади. Семантик-структурал табиати бўйича эса 1) тузилиши ва вазифаси бир хил бўлган фразеологик бирликлар гуруҳи; 2) фразеологик бирликлар гуруҳи, шу жумладан семантик жиҳатдан ўхшаш компонент; 3) бир хил типдаги ишоравий маънога эга бўлган фразеологик бирликлар гуруҳи; 4) бир хил лексик-грамматик тузилишга эга ва турли тилларда бирлаштирилган семантикага эга бўлган фразеологик бирликлар гуруҳини аниқлаш ва тадқиқ этиш имконини яратади.

Пировард натижада: 1) фразеологик бирликларнинг грамматик хусусиятлари; 2) фразеологик бирликларнинг лексик (таркибий) таркиби; 3) фразеологик семантика ва фразеологик тизимдаги семантик муносабатлар; 4) фразеологизмдаги услубий хусусиятлар ва ҳодисалар; 5) фразеологизмларнинг миқдорий хусусиятлари илмий тадқиқга тортилади.

Ўзбек ва инглиз тилларининг фразеологик бирликлари ўртасидаги ўхшашлик ва фарқлар нимада, улар тилда асосан қандай намоён бўлади; улар қандай интралингвистик ва экстралингвистик омиллар билан белгиланади, соматик фразеологик бирликларнинг тиллараро эквивалентлиги даражаси қандай деган саволларга жавоб топиш мумкин бўлади. Фразеологизмнинг ўзига хос хусусияти шундаки, у озми-кўпми, тилнинг ярусларидаги асосий хусусиятларини акс эттиради. Фразеологик бирликлар учун лексика ёки сўз бирикмаси асос ҳисобланиди. Фразеологик бирликлар сўзларнинг ўзаро уюшмасидан шаклланади. Шу сабабли қиёсий фразеологик таҳлилнинг ўзига хос хусусияти - бирламчи тизимларни - лексика ва грамматикани, шунингдек уларнинг фразеологияда намоён бўлиш хусусиятларини ҳисобга олиш зарурияти келиб чиқиб ўрганилади.

Масалан, ўзбек тилидаги *бошини айлантирмоқ* фразеологик бирлиги инглиз тилида *turn smb's head* рус тилида – *кружить / вскружить кому-либо голову тарзда* ифодаланса, ўзбек ва инглиз, рус тилларида мақоллар билан ифодаланган исмнинг аниқлик / ноаниқлик грамматик категорияси мавжудлиги билан характерлидир: *an eye for an eye* – *око за око – бошга бош*. кабилар.

Маълумки, фразеологик бирликлар, лексемалар, синтактик ва морфологик воситалар таркибига кириб, уларнинг доимий парадигматик ёки синтагматик ўзгарувчанлиги сезиларли даражада чекланади. Шунингдек, бу чекловлар турли фразеологик бирликлар учун бир хил эмас. Масалан, мақоланинг куйидаги инглизча фразеологик бирлигидаги *"poor as a church mouse"*, аммо уни алоҳида фразеологик бирликларда мунтазам равишда алмаштириш имконияти *"put on a / the face of smth."* мавжуд эмас. Фразеологик бирликлар асосан турғун таркибга эга бўлади.

Муайян фразеологик бирликларни таққослаш таржима назариясида, фразеография назариясида, қиёсий типологик тадқиқотларда фразеологик бирликларнинг тиллараро боғлиқлигининг турли жиҳатларига асосланган бўлади.

Турли тиллардаги фразеологик бирликларнинг функционал-семантик корреляцияси таққосланадиган фразеологик бирликларнинг умумий таркибидаги семантик таркибнинг ўзига хослигини, функционал-семантик ўзига хослик комбинациясини ва тўлиқ фразеологик эквивалентларни ифода этишини кўрсатади. Масалан: : *Armed to the teeth* – *вооруженный до зубов* – *тиш тирноғича қуролланган.* ёки *the eye of heaven* – *небесное око*. самовий кўз. ёки таркибий фарқларнинг аҳамияти Масалан : *a heart of stone* – *каменное сердце* – *тош юрак* стлиги кўзга ташланади.

Таққосланаётган тиллардаги фразеологик бирликлар фақат мавҳум образли модел билан бирлаштирилган бўлса, унда уларнинг функционал-семантик корреляцияси ўз характерини йўқотади, чунки бундай мавҳум моделга мувофиқ бир хил маънога эга бўлган бир қатор фразеологик бирликлар шаклланиши мумкин. Фақатгина мавҳум образли модел мос келадиган бўлса, фразеологик бирликларнинг функционал-семантик корреляцияси одатда тўлиқ бўлмайди.

Инглиз, ўзбек ва рус тилларининг таққосланган фразеологик бирликларининг аспект ўзига хослиги билан умумий фразеологик маъно фарқлари кўп йўналишли қайта кўриб чиқиш натижаси бўлиши мумкин. Яна бир сабаб, бир хил умумий маъно фонидида кўшимча семантик сояларнинг пайдо бўлиши бўлиши мумкин. Масалан: инглиз тилининг ижобий рангдаги фразеологик бирлиги *keep one's chin up* (бурнингизни кўтаринг) рус тилига бурни буриш учун фразеологик бирлик сифатида таржима қилиниши мумкин. (такаббурлик билан). Демак, таққосланган фразеологик бирликларни синчковлик билан ўрганиш билан бир қатор бошқа семаларни ҳам ажратиш мумкин ва бирликларни турли хил хусусиятларга кўра таққослашда эквивалентлик мезонларини олиш мумкин.

1) воқелик номлари ва инглиз бўлмаган, рус бўлмаган келиб чиқиши исмлари бўлган фразеологик бирликлар; Масалан: *Achilles' heel* – *ахиллесова пята*; *Buridan's ass* – *буриданов осел* Бундай фразеологик бирликлар европа маданиятининг умумийлиги билан боғлиқ, чунки инглиз ва рус тилларида ҳам фразеологизмларнинг шаклланишига кўплаб фразеологик бирликларнинг манбалари бўлган қадимги мифология ва Инжил катта таъсир кўрсатди. Ўзбек тилида инглиз ва рус тилларига нисбатан бундай фразеологик бирликлар ифодаланмайди.

2) мустақил ишлатишда энг кўп учрайдиган лексема-компонентли фразеологик бирликлар. Масалан: *hold one's head high* – *высоко держать голову* – *бошини баланд кутариб юрмоқ.*

3) фразеологик бирликлар, шу жумладан миллий номлар ва миллий ҳақиқат номлари учун нолга яқин; масалан: *Heart of Dixie*; *тришкин кафтан*; *Дақёнусдан қолган.*

Аммо, агар тиллараро эквивалентлик умумий инсон психофизиологик жараёнларини метонимик равишда қайта кўриб чиқиш ёки тарихий равишда ўрнатилган маданий жамоатчилик ўлчови билан аниқланса, бу ҳолда фразеологик структуравий-семантик эквивалентлик жуда юқори бўлиши мумкин эмас. Масалан : *to gnash one's teeth* – *скрежетать зубами* – *тишини гичиртламоқ*; *two heads are better than one* – *одна голова хорошо, а две лучше* – *битта калла яхши, иккитаси ундан ҳам яхши*; *to listen open-mouthed* — *слушать разинув рот* – *оғзини очиб эшитмоқ.*

Шундай қилиб, фразеологик бирликларнинг тиллараро томони ва функционал-семантик корреляцияси нисбатан автоном ҳодисалардир. Тиллараро фразеологик эквивалентларнинг типологияси уларнинг ўзаро таъсирига асосланган бўлиб, улар орасида таркибий ва функционал-семантик корреляцияни бирлаштирган структуравий-семантик ва функционал-семантик корреляция мавжуд бўлади.

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BUGUNGI KUNDA INGLIZ TILINING MUHIMLIGI

Sandibayeva D.

Toshkent davlat pedagogika universiteti

Annotatsiya: Ushbu maqolada ingliz tilining jamiyatimizda muhimligi shu bilan birga maktablarda o'qitishda katta ahamiyati va zamonaviy innovatsion texnologiyalardan foydalangan holda kompetensiyaviy bilim berish haqida fikr yuritiladi.

Kalit so'zlar: innovatsiya, turizm, madaniyati, induktiv, kompetensiya, kompetentlilik.

Atrofimizda til o'rganuvchi kishilar, ayniqsa, yoshlar ko'payib bormoqda. Qayerga qarasangiz, ingliz tilini o'zlashtirish kurslari tashkil etilgani, o'quv kurslariga taklif, e'lonlarga ko'zingiz tushadi. Mahsulot yorlig'ida, film yozuvlari, reklama pannolari, qo'yinki, ko'p joylarda inglizcha jumlaning uchratamiz.

Bugungi kunda, ingliz tili 500 milliondan ko'proq kishining asosiy muloqot tili bo'lib, yana 1 milliard 300 millionga yaqin inson uchun ikkinchi til hisoblanadi.

Bugungi kunda ingliz tilida gapira olish jamiyatimizda muhim rol o'ynaydi. Jamiyatimizning turli sohalarida chet davlatlari bilan ishlash rivojlanayabdi va prezidentimiz tashabbusi bilan turizm sohasi jadal yo'lga qo'yildi, tabiiyki, bu ingliz tilini chuqur o'rganishga ehtiyoj seziladi.

Yoshlar hayotida ingliz tilini mukammal bilishi katta muvaffaqiyatlarga erishishiga yordam beradi. Jadal rivojlanayotgan bunday davrda kutilgan natijaga erishish uchun albatta, maktablarda ingliz tilining o'qitilishi va samarali darslarni tashkil qilishda o'qituvchining roli muhimdir.

Shuningdek, o'qituvchilardan o'z o'quvchilariga xorijiy tilni o'rgatishda chuqur bilim va katta mahorat talab etiladi.

Zamonaviy chet tili fani o'qituvchisidan yuksak madaniyat va axloq egasi, o'z o'quvchilarini kelajak hayotga tayyorlashda butun iqtidorini ishga soluvchi, o'z bilimini doimiy to'ldirib boruvchi, o'z kasbining ustasi, talabchan va hozirjavob mahoratli pedagog bo'lish talab etiladi. Jamiyatda o'zaro muloqotga kirishish uchun xorijiy tilni mukammal o'zlashtirish hamda muloqotda samarali foydalana olish; o'z fikrini og'zaki va yozma tarzda aniq va tushunarli bayon qila olish, muloqotda muomala madaniyatiga amal qilish, jamoaviy hamkorlikda ishlay olish; muloqatda suhbatdosh fikrini hurmat qilgan holda uni ishontira bilish kommunikativ kompetensiyalarni; 1. mavjud axborot manbalardan (internet, televizor, radio(audio-video yozuv) telefon, kompyuter va boshqalardan foydalana olish; saralash, qayta ishlash, foydalanishda media madaniyatiga rioya etish; ma'lumotlar bazasini yarata olish, asosiyalarini tanlay olish va ularni tahlil qila bilish kabi axborot bilan ishlash kompetensiyalarni; 2. shaxs sifatida doimiy ravishda o'z-o'zini rivojlantirish, jismoniy, ma'naviy, ruhiy va intellektual kamolotga intilish; hayot davomida o'qib o'rganish, bilim, tajribani mustaqil ravishda muntazam oshirib borish, o'z-o'zini rivojlantirish kompetensiyalarni; 3. jamiyatda bo'layotgan voqea, hodisa va jarayonlarga dahldorlikni his qilish; mehnat va fuqarolik munosabatlarida muomala, iqtisodiy, huquqiy madaniyatga ega bo'lish kabi ijtimoiy- faol fuqarolik kompetensiyalarini; 4. vatanga sadoqatli, insonlarga mehr-oqibatli hamda umuminsoniy va milliy qadriyatlarga e'tiqodli bo'lish; badiiy va san'at asarlarini tushunish, orasta kiyinish, yurish-turishda madaniy meyorlarga va sog'lom turmush tarziga rioya qilish; umumbashariy ahamiyatga ega bo'lgan qadriyatlarni bilish va unga hurmat bilan munosabatda bo'lish umumbashariy kompetensiyalarni; 5. aniq hisob-kitoblarga asoslangan holda shaxsiy, oilaviy, kasbiy va iqtisodiy rejalar tuza olish; shaxsiy, ijtimoiy va iqtisodiy munosabatlarda hisob-kitob bilan ish yuritish kabi matematik savodxonlik, fan va texnikadan xabardor bo'lish hamda foydalanish kompetensiyalarini eng avvalo o'zida shakllantira olgan bo'lmog'i lozim Albatta, davr talabiga monan jamiyatimizni rivojlantirishda respublikamizda prezidentimiz tashabbusi bilan qator tadbirlar yo'lga qo'yildi, jumladan turizm sohasida ulkan ishlar olib borilmoqda. Bunga misol qilib, ko'hna Hivaga tez yurar poyezd qo'yilganini va chet ellik mehmonlar uchun turli dam olish maskanlari va mehmonhonalari qurilayotganini aytish mumkin.

Bugungi kun yoshlarini xorijiy tillarga bo'lgan qiziqishini oshirish uchun zamonaviy chet tili o'qituvchisidan katta zahmat talab qiladi. Darslarda chet tili o'qituvchisi noan'anaviy usullardan foydalanib, o'quvchining gapirish, yozish, tinglash, o'qish (speaking, writing, listening, reading) qobiliyatlarini rivojlantirishi zarur. Ta'lim sohasida grammatikani o'rgatishda induktiv metod dan foydalanishning ham ahamiyati katta hisoblanadi. Chunki xorijiy til fanini o'qitishda grammatika muhim rol o'ynaydi. Nafaqat yurtimizda chet tillarini o'rganish va o'qish balki, chet ellarda o'qish imkoniyati ham mavjud.

Ingliz tili jozibali, xushohang va o'rganish uchun oson bo'lgan til. Ingliz grammatikasi ancha sodda bo'lib, so'zlar bir biri bilan osongina bog'lanadi hamda qisqa va aniq gaplar paydo qiladi. Axir xalqaro til murakkab bo'lmisligi kerak-da.

Ingliz tili yana ko'p yillar davomida xalqaro til bo'lib qoladi. Ushbu tilni o'rganishni xohlovchilar soni ham yildan-yilga ortaveradi. Kun.uz yangi loyihani ishga tushirib, bepul va onlayn ingliz tili darslarini taqdim etadi.

Mamlakatimizda ham xorijiy mamlakatlarning nufuzli oliygohlari filiallari ochilgan bo'lib, yoshlar uchun bilim olishga katta imkoniyatlar yaratilgan jamiyatimiz a'zolarining

bilimi, saviyasini oshirish uchun avvalo ilm-ma'rifat, yuksak ma'naviyat kerak. Ilm yo'q joyda qoloqlik, jaholat va albatta, to'g'ri yo'ldan adashish bo'ladi. Sharq donishmandlari aytganidek,, "Eng katta boylik – bu aql-zakovat va ilm, eng katta meros – bu yaxshi tarbiya, eng katta qashshoqlik – bu bilimsizlikdir".

USING CORPORA IN LANGUAGE TEACHING

Toshpulatova Mehriniso Qilichevna
Termez State University

***Abstract:** Over the past years, corpora have not only revolutionized linguistic research but have also had an impact on second language learning and teaching. In the field of applied linguistics, more and more researchers and practitioners treasure what corpus linguistics has to offer to language pedagogy. Still, corpora and corpus tools have yet to be widely implemented in pedagogical contexts. The aim of this article is to provide an overview of pedagogical corpus applications and to review recent publications in the area of corpus linguistics and language teaching. It covers indirect corpus applications, as well as direct applications of corpora in the second language classroom.*

***Key words:** corpora, language teaching, second language teaching, DDL, indirect approach.*

After Tim Johns suggested that the use of corpora in language learning could have numerous positive effects on EFL/ESL students' and teachers' way of describing a language, the potential of corpora for language pedagogy was widely acknowledged.³⁶ The contribution of corpora to the language learning environment had not developed for the last 50 years because until the 1980s, researchers did not start to emphasize that corpora could have a beneficial influence on foreign or second language teaching and learning (Chambers, 2007). However, the use of corpora has also inspired heated debates among linguists since it was introduced into the field of foreign/second language teaching. Widdowson (1991), for example, took issue with both the usefulness of corpora and the effectiveness of descriptions of corpora on language pedagogy. He also claimed that corpora in language teaching could provide language learners, teachers and researchers with important information about how language should be used; however, it should be more important to think about how useful the language emerging from corpora could be to language learners, teachers and researchers. He suggested that language learners, teachers and researchers should regard language descriptions arising from corpora as factors to be considered rather than facts to be uncritically incorporated into language teaching. According to him, language teaching should be informed by the descriptions that are emerging from corpus linguistics, rather than determined by it. Sinclair approved Widdowson's claims by stating that 'Corpus linguistics has no direct bearing on the way languages may be presented in a pedagogical context. Corpus linguistics makes no demands on the methodology of language teaching. It is not geared to serving any particular method, and the current software is quite neutral'.³⁷

³⁶ Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge: Cambridge University Press.

³⁷ Sinclair, J. M. (1991). *Corpus, concordance collocation*. Oxford: Oxford University Press

Controversy among linguists about whether to apply corpora to language teaching or not took another form after the article titled ‘Spoken grammar: what is it and how can we teach it?’ by McCarthy and Carter (had been published. In the article, McCarthy and Carter argued that some choices related to written and spoken grammars needed to be presented to learners in order to let them make decisions between these two kinds of grammars. The researchers also claimed that the teaching of correct English was based on traditionally written examples; however, it was crucial to be informed about the interpersonal implications of spoken grammars, rather than only adopting the 3Ps (Presentation-Practice-Product) in traditional grammar books. They suggested that examples of informal spoken English were more appropriate for designing classroom materials than the spoken English encountered in textbooks . In opposition to what McCarthy and Carter suggested. The controversy in the context of using corpora in language teaching later continued with Carter and Cook³⁸ . Carter stated that corpus linguistics was not a revolution, but the evolution of language teaching, and there should be more corpus description, particularly in international contexts. According to him, language description was not language teaching, but language teaching could benefit from better language descriptions.

However, Cook argued that a corpus was a record of language behaviors and these patterns of behaviors could not lead us to see how language was organized in the mind, and how it should be organized for language teaching.³⁹ He also claimed that it was not well known whose language was recorded, and why such recording should be a model for language learners and teachers.

Despite the heated debates among linguists about whether to apply corpora to language teaching, some EFL teachers and researchers strongly claim that the use of corpora is very beneficial for EFL learners because corpora bring the natural and authentic real life language to the classroom to help the students to understand the descriptions of a language (Hunston, 2002). Especially since digital computers and corpus linguistics were introduced, new trends (e.g., concordancing, DDL DataDriven Learning), and corpus-based/corpus-oriented/corpus-driven approaches) have started to occur in the field of EFL/ESL with an aim to help language teachers and learners see real language descriptions and benefit from those descriptions in language learning and teaching. One of those trends, concordancing, has taken its place in language teaching as a new method. Concordancing is basically a kind of method which deals with language analysis, and studies structures and lexical patterns found in digital databases .⁴⁰ This method helps language learners study corpora with a computer program (i.e., a concordancer). A selected word and portions of sentences including that word, called the Key-Word-In Context (KWIC), can be found via a concordancer. A concordance of a search can present many concordance lines for language learners to read and analyze. This format also lets users see the lexical or grammatical items that collocate with the key word. EFL learners and teachers can benefit from this information on lexical or grammatical patterns of real language. ⁴¹

DDL (Data Driven Learning) has also taken its place in language teaching.

³⁸ Cook, G. (1998). The uses of reality: A reply to Ronald Carter. *ELT Journal* 52, 1, 57–63

³⁹ Cook, G. (1998). The uses of reality: A reply to Ronald Carter. *ELT Journal* 52, 1, 57–63

⁴⁰ Cobb, T. (1997). Is there any measurable learning from hands on concordancing? *System* 25, 3, 301–15

⁴¹ Gavioli, L. & Aston, G. (2001). Enriching reality: Language corpora in language pedagogy. *ELT Journal* 55, 3, 238–46.

The idea of DDL was actually first proposed by Johns (1991) with an aim to implement concordancing materials in the field of second language acquisition (SLA). It is an approach which differs from traditional learning approaches in that it requires students to observe a particular phenomenon of a language presented by concordance lines and hypothesize how this phenomenon of a language works, and then see whether the hypothesis is correct. It indeed has a pedagogic continuity from a product approach, which presents the specific aspects of language to the learners by exposing them to contexts, to a process approach in which DDL stimulates creativity and self-discovery learning among learners.

The teaching of grammar through DDL seems to rely on both product and process approaches, and it is suggested that grammar learning should mainly include activities which can raise language learners' consciousness rather than activities which try to focus on the teaching of rules.

Corpus-based /corpus-oriented/corpus-driven approaches have taken their place in the field of EFL/ESL. Teubert distinguishes a corpus-based approach from a corpus-driven approach by stating that linguistic findings can be considered as corpus-based findings if everything that is included is validated by corpus evidence, whereas linguistic findings can be considered as corpus-driven findings if they are directly taken from corpora.⁴² Additionally, a corpus-based approach differs from concordancing or a DDL approach in that learners make use of concordancing (i.e., a concordancer) to search corpus data in the DDL approach in order to observe a language phenomenon, whereas in a corpus-based approach, they use corpus data in order to test their existing ideas (Tognini-Bonelli, 2001). Tognini-Bonelli (2001) also defines the corpus-driven/corpus-based/corpus-oriented approach as a methodology in which the corpus serves as an empirical basis where language researchers, learners and teachers see real linguistic data prior to their assumptions and expectations. The researcher also claimed that a corpus is an inventory of language data, and appropriate materials, for which the corpus-driven/corpus-based/corpus-oriented approach was taken into consideration while being prepared, could support intuitive knowledge, and verify expectations. The corpus driven/corpus-based/corpus-oriented approach is apparently a method where data is used to confirm linguistic pre-set explanations and assumptions.⁴³

The combination of corpora and concordancers shows that a promising future in the field of language teaching and learning is offered to language teachers and researchers by letting learners discover specific patterns and change their minds by observing extensive naturally occurring examples in real texts. By using the information based on corpora, materials developers and teachers can also increase the meaningful input that is provided to learners.

There are two ways in which corpora can influence language teaching. The indirect approach centers upon the researchers who are the provider of corpora for language teachers, materials designers, and course developers, all of which use the evidence derived from corpora while designing courses for language classes or developing teaching materials for the field⁴⁴. On the other hand, the direct approach centers upon language learners and teachers who search and use corpora themselves in order to discover the specific patterns of language

⁴² Hadley, G. (2002). Sensing the winds of change: an introduction to data-driven learning. *RELC Journal*, 33, 2, 99-124.

⁴³ Tognini Bonelli, E. (2010). Theoretical overview of the evolution of corpus linguistics. In: A. O'Keeffe & M. McCarthy (eds.), *Routledge handbook of corpus linguistics*(pp. 14-27). London: Routledge.

⁴⁴ Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge, UK: Cambridge University

or the behavior of words .⁴⁵ The next section will focus on the indirect applications of corpora in language teaching.

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**ТИЛНИ ЎҚИТИШ ВА ЎРГАНИШДА XXI АСР КЎНИКМАЛАРИ –
II ХАЛҚАРО АНЖУМАН**

(Халқаро илмий-амалий конференция)

**International scientific-practical conference
THE 2nd INTERNATIONAL CONFERENCE ON XXI CENTURY SKILLS IN
LANGUAGE TEACHING AND LEARNING
April 9, 2021**

**Международная научно-практическая конференция
2-я МЕЖДУНАРОДНАЯ КОНФЕРЕНЦИЯ ПО НАВЫКАМ XXI ВЕКА В
ПРЕПОДАВАНИИ И ИЗУЧЕНИИ ЯЗЫКА
9 Апреля, 2021 г**

**Муҳаррир: Т.Эргашев
Мусаххих: Ж.Муртозаев
Саҳифаловчи: С.Нормуҳаммедов**

Гувоҳнома № 14-0003, 30.04.2020
Офсет қоғози. Босишга рухсат этилди 08.04.2021.
Формат А4. Гарнитура «Times New Roman».
Шартли босма табоқ 20,25
Адади 100 нусха. Буюртма № 05

ЖДПИ таҳририй-нашриёт бўлимида чоп этилди.
130100, Ш.Рашидов шох кўчаси, 4-уй
Тел./факс: (+99872) 226-02-93
(+99899) 525-67-99

