

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

2024-3/3

**Вестник Хорезмской академии Маъмуна
Издается с 2006 года**

Хива-2024

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shunday tashkil qilishni nazarda tutadi, uning davomida bir vaqtning o'zida talabalarning nutq xatti-harakatlarining o'ziga xos xususiyatlari aniqlanadi va xorijiy tilning kommunikativ ko'nikmalari shakllanadi.

2. Ijodiy, rolli o'yinlar chet tillarini o'rganish usullaridan biridir. Rolli o'yinlarni o'ynash, simulyatsiya, drama va o'yin kabi tushunchalar ko'pincha bir-birining o'rnida ishlatiladi, lekin ular aslida turli xil ma'nolarga ega. Rolli o'yinlar va simulyatsiya o'rtasidagi farq talabalar tomonidan bajarilgan rollarning haqiqiyligidir. Simulyatsiya qilishda talabalar o'zlarining tabiiy rolini, boshqacha aytganda, real hayotda o'ynaydigan rolni bajaradilar (masalan, xaridor roli yoki transport chiptalarini bron qilish kabi)[6]. Rolli o'yinda o'quvchilar hayotda o'ynamaydigan rolni o'ynaydilar (masalan, bosh vazir yoki rok yulduzi). Rolli o'yinni simulyatsiyaning tarkibiy qismlari yoki elementlaridan biri deb hisoblash mumkin. Shunday qilib, rol o'ynashda ishtirokchilar senariy doirasida bajaradigan rollarni tayinlashadi. Simulyatsiya alohida rollarni amalga oshirishga emas, balki bir rolning boshqa rollar bilan o'zaro ta'siriga qaratilgan. Qanday bo'lmasin, rolli o'yin o'quvchilarni boshqa ijtimoiy va madaniy kontekstda ijtimoiy muloqotga tayyorlaydi. Rolli o'ynash har qanday vaziyatda o'quvchilarning nutq qobiliyatini oshiradi, chunki rolli o'yinda deyarli barcha o'quv vaqti nutq amaliyotiga bag'ishlangan, bunda nafaqat ma'ruzachi, balki tinglovchi ham imkon qadar faoldir, chunki u o'z nutqini o'zlashtirishi talab etiladi. Shuningdek, sherikning rolini tushunish va eslab qolish, uni o'yin holati bilan bog'lash, vaziyatga va muloqot vazifasiga qanchalik mos kelishini aniqlash va unga to'g'ri javob berishi kerak. Uyatchan talabalar uchun rolli o'yin muloqot qilishda qiyinchiliklarga duch kelgan talabalarni bo'shatish uchun niqob taqdim etish orqali yordam beradi. Bundan tashqari, bu qiziqarli va ko'pchilik talabalar o'yin-kulgi yaxshiroq o'rganishga olib kelishiga rozi bo'lishadi.

Xulosa qilib aytganda, o'yin texnologiyalari o'quv jarayonida muhim o'rin tutadi. Rolli o'yinlarning keng assortimenti ularni o'quv dasturining istalgan qismida qo'llash imkonini beradi. Shu bilan birga, ular chet tilini o'rganishni qiziqarli va esda qolarli qiladigan juda foydali vositadir. Rolli o'yinlar o'quvchilarning ijobiy hissiy holatini va darsning kommunikativ yo'nalishini ta'minlaydi. O'yin faoliyati maktab o'quvchilari uchun eng jozibador bo'lib, bu chet tilini o'qitish samaradorligiga ta'sir qiladi. Talabalar faol, ishtiyoq bilan ishlaydi, bir-biriga yordam beradi, o'rtoqlarini diqqat bilan tinglaydi va o'qituvchi faqat ularning o'quv faoliyatini boshqaradi.

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UDC 378.147

TYOLOGY OF FOREIGN LANGUAGE LESSONS

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Аннотация. Мазкур мақолада чет тил ўқитишида дарсларнинг типологияси ҳақида фикр юритилади. Мазкур типология таълим мақсадларини ўзида акс эттириши ва дарсда ўқув вазифаларини амалга ошириши ва ўқувчиларнинг синфдаги ўқув ва когнитив фаолиятининг характерини ҳисобга олган ҳолда тасниф этилган. Шунингдек, мазкур дарслар типологияси дидактиканинг долзарб муаммоларидан бири сифатида тадқиқ этилган.

Калит сўзлар: дарс типологиялари, дарсларнинг таснифи, маъруза дарслари, кино дарслари, суҳбат дарслари, амалий машғулотлар, мактаб ўқувчиларининг мустақил иши, синф ва ўқитувчининг меҳнат дарслари.

Аннотация. В данной статье рассматривается типология уроков по обучению иностранному языку. Данная типология классифицируется с учетом того, что она отражает образовательные цели и учитывает характер учебно-познавательной деятельности учащихся на уроке. Также типология этих уроков изучалась как одна из актуальных проблем дидактики.

Ключевые слова: типологии уроков, классификации уроков, уроки-лекции, киноуроки, уроки-беседы, уроки практических занятий, самостоятельная работа школьников, уроки классно-учительской работы.

Abstract. This article discusses the typology of lessons in teaching a foreign language. This typology is classified taking into account the fact that it reflects educational goals and takes into account the nature of the educational and cognitive activity of students in the classroom. Also, the typology of these lessons was studied as one of the pressing problems of didactics.

Key words: typologies of lessons, classifications of lessons, lessons-lectures, film lessons, lessons-conversations, lessons of practical exercises, independent work of schoolchildren, lessons of teacher-class work.

The qualitative originality of lessons is determined by their goals and content, methodology, characteristics of the school, teacher and students. In order to identify common aspects in a huge variety of lessons, their classification is objectively necessary. The problem of typology of lessons and their systematization is quite complex. In didactics, there are different approaches to classifying lessons. Depending on what features were taken as a basis, certain variants of the typology of lessons were proposed. One of the classifications of lessons was based on the methods of their implementation, i.e. teaching methods, in connection with which lessons-lectures, film lessons, lessons-conversations, lessons of practical exercises were distinguished. There have been attempts to classify lessons, for example, by the nature of students' cognitive activity (lessons on the primary perception of facts, lessons on the formation of concepts, etc.), by the degree of independence of students' work (lessons on independent work of schoolchildren, lessons on how a teacher works with a class), etc.

The most common is the classification of lessons according to the main didactic goals and the place of lessons in their overall system, proposed in some modifications by B.P.Esipov, N.I.Boldyrev, G.I.Shchukina, V.A.Onischuk and other didactics. In accordance with this classification, the following types of lessons are distinguished:

lessons for students to master new knowledge, which involve the accumulation of factual material, observations, the study of processes and phenomena, their comprehension and the formation of concepts;

lessons in the formation and acquisition of skills and abilities;

lessons on generalizations and systematization of knowledge;

lessons of repetition, consolidation, or, in another wording, complex application [2] of knowledge, skills and abilities;

test lessons (with oral and written testing of knowledge, skills and abilities);

combined lessons in which several didactic tasks are simultaneously solved. Unfortunately, this classification cannot be recognized as universal, since it is almost not always possible to observe in its pure form any of the given types of lessons, except for combined ones.

In addition, the above classification reflects only educational goals and does not take into account implementation in the classroom.

educational tasks and the nature of educational and cognitive activity of students in the classroom. Therefore, the typology of lessons continues to be one of the pressing problems of didactics.

Along with typology, modern lesson theory pays great attention to:

attention to its structure. The structure of a lesson is the totality of it; elements that ensure the integrity of the lesson and the preservation of the main manifestations in various options. The components of the lesson are closely interconnected and are carried out in a certain sequence.

The structure of the lesson depends on the goals set, the content of the material being studied, teaching methods and techniques used in the lesson, the level of preparation and development of students, and the place of the lesson in the educational process. Lessons have a very diverse structure; they cannot be planned and conducted in a formulaic manner, according to a single, for the last time-established scheme. In addition to the above factors, the structure of the lesson is also greatly influenced by the creative nature of the teacher's work and the specific working conditions in a given class.

Each lesson differs from other lessons in its own characteristics, even if they are taught on the same subject in parallel classes. In a lesson, you can always see the specific "pedagogical style" of the teacher. However, because various methods of classification established a limited number of lesson types, there was a steady tendency to assign a certain, rather rigid structure to each of these types. For example, a combined lesson was structured according to the following scheme: an organizational moment, checking that students have completed their homework, questioning students on the material covered, the teacher presenting new material, consolidating the learned material, and homework. The stereotyped nature of such a structure caused fair criticism from didactics and advanced teachers. The structure of the lesson should not only reflect the external manifestations of the organization of joint activities of the teacher and students in the lesson, but also express mainly the essence of the internal processes with which the active cognitive activity of students is associated.

The structure may change depending on the content of the educational material, conditions, students' preparedness, etc. A lesson in mastering new knowledge consists, for example, of the following elements that are common to lessons of this type: perception and awareness of educational material, comprehension of connections and relationships in it, generalization and systematization of knowledge. However, in the structure of individual lessons for mastering new knowledge, there may be no reproduction of basic knowledge at all, for example, when studying material that is completely unfamiliar to students.

In addition to the indicated main stages, each type of lesson also has an internal structure - a methodology for solving individual didactic problems at each stage of the lesson. This technique is the most mobile part of each lesson, since the methods, techniques and teaching aids used in the lesson are used in various combinations, sequences and relationships. For example, at the stage of perception and comprehension of new educational material, a teacher can use explanation, problem presentation, heuristic conversation, various types of independent work of students, and technical teaching aids [2].

In another approach to defining the concept of "lesson structure" in the context of developmental education, it is proposed to consider the structure of a lesson at three levels: didactic, logical-psychological and methodological. The main thing in this case is the didactic structure, consisting of constant components: updating students' previous knowledge and methods of action, the formation of new concepts and methods of action and application - the formation of skills and abilities [1].

Types of lessons on M.I.Makhmutov:

1. Lesson on learning new material

This includes introductory and introductory parts, observations and collection of materials - as methodological options for lessons:

- *Lesson – lecture*
- *Lesson – conversation*
- *Lesson using educational film*
- *Lesson of theoretical or practical independent work (research type)*
- *Mixed lesson (combination of different types of lesson in one lesson)*

2. Lessons to improve knowledge, skills and abilities

This includes lessons in the formation of skills, target application of what has been learned, etc.:

- *Lesson of independent work*
- *Lesson - laboratory work*
- *Practical work lesson*
- *Lesson – excursion*
- *Seminar*

3. Lesson of generalization and systematization:

This includes the main types of all five types of lessons.

4. Lessons on test accounting and assessment of knowledge, skills and abilities:

- *Oral form of verification (frontal, individual and group survey)*
- *written verification*
- *pass*
- *credit practical and laboratory work*
- *control (independent) work*
- *mixed lesson (combination of the first three types)*

5. Combined lessons:

They solve several didactic problems [1].

As the main components of a lesson, G.D.Kirillova recommends considering didactic means that ensure the achievement of the goal of the lesson: the content of educational material, methods of studying it and methods of organization. These components exist and are implemented in close unity, determining the content, methodological and organizational aspects of the interrelated activities of the teacher and students. The modern lesson is characterized by the interrelation of such elements as assimilation, synthesis, repetition and consolidation, control of previously learned in connection with the mastery of new educational material and its practical application.

Independent work of students is organized not only at the stage of repetition and consolidation, but already when studying new material; there is a close connection between teaching and learning, between the collective work of the class and the individual work of students. In the lesson, the role of students' independent activity and the application of acquired knowledge and skills increases. Elements of students' search activity are used not only in problem-based lessons, but also at individual stages of lessons of all types (combined tests, etc.). Depending on the progress of solving the set didactic tasks, individual stages of lesson construction can be expanded or shortened, the place and functions of various methods can change and teaching methods. The structure of a modern lesson is therefore very diverse, reflecting the specifics of the organization of students' cognitive activity and the leadership role of the teacher. One of the tasks of didactics is the further development of the theory of the structure of a modern lesson.

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UO'K 378:304.2

TIBBIY TA'LIMDA XORIJIY TILLARNING O'RGANILISHI

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Annotatsiya. Ushbu maqolada xorijiy tillarning tibbiyot sohasidagi o'rganilishining muhim ahamiyati yoritib berilgan. Tibbiyotda xorijiy tillarni o'rganish ushbu sohani rivojlanishi va tibbiyot sohasi rivojlangan davlatlar qatoriga qo'shilishi uchun eng muhim rol o'ynaydi.

Kalit so'zlar: xorijiy til, tibbiyot, til ko'nikmalari, xalqaro tibbiyot tili, tibbiy sug'urta.

Аннотация. В данной статье подчеркивается важность изучения иностранных языков в сфере медицины. Изучение иностранных языков в медицине играет важнейшую роль для развития этой области и вхождения в ряды развитых стран в области медицины.

Ключевые слова: иностранный язык, медицина, языковые навыки, международный медицинский язык, медицинское страхование.