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PROMOTING COMMUNICATIVE GRAMMAR TO OVERCOME PROBLEMS WITH TEACHING CONDITIONAL SENTENCES

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Annotation: *This paper first examines the difficulties inherent in the teaching and learning of conditionals, then proposes a simple model that goes beyond the traditional way of introducing and practicing these challenging forms.This paper also attempts to provide a workable shortcut for teachers and students dealing with understanding and producing the numerous types of conditionals found in daily life. This paper first examines the difficulties inherent in the teaching and learning of conditionals, then proposes a simple model that goes beyond the traditional way of introducing and practicing these challenging forms.*

Key words:EFL (English as a foreign language), Conditional Sentences 0, I, II, III (If clauses), form, time-tense connections, L2 (second language).

In the English language, conditional sentences also known as conditional clauses are used to refer to the speculation about what could happen, what might/may have happened and what we wish would happen. Conditional sentences are constructed mainly in five ways. In these main forms of the conditionals, the sentence contains "If" clause and a main clause, in which the order of the clauses does not impact the meaning.

Conditional sentences, their complexity of expressing in different circumstances and the variety of possible meanings that include areas of cognitive reasoning and semantic nuances that associate with real, counterfactual, or hypothetical eventsare a big obstacle to overcome for teachers and students of English as a second or foreign language (ESL/EFL). Conditionals are linguistically and cognitively complex structures that express a variety of meanings, are realized through a variety of forms, and are used for a variety of discourse functions.

Language learners should study the form of each type of Conditionalsto comprehend how to apply conditionals to speak about past, present and future situations, depending on the happening events in the situation. These situations can include:

- The event that is always true, if something occurs- Zero Conditional
- The condition that will be true in the future, if something occurs- First Conditional/ Real conditional
- The condition that would/might be true, if something occurred in the present situation- Second Conditional/ Unreal conditional
- The condition that would/might have been true in the past tense, if something had occurred- Third Conditional / Unreal conditional.

Teaching/learning Problems in regard with Conditional clauses/ sentences

According to Celce-Murcia &Larsen Freeman (1999), conditionals are found to be the fifth most complex topic to teach for ESL learners. Indeed, Conditionals are complex structures both linguistically and cognitively, as they are used for multiple functions, as well as to express various meanings through variety of forms. These mentioned features and functions of Conditionals can bring some difficulties both, in teaching and learning process. According to Norris, R. (2003), the main problems in regard with teaching Conditionals in EFL context and failing to comprehend or use appropriately by EFL learners, exist due to the following aspects of this topic:

1. **Form**- variations of the forms in the sentence, such as placing "then" before main verb, when "if" comes at the beginning of the sentence; The possibility of applying other phrases and conjunctions, such as "only if', "even though", "unless", "as long as" to introduce conditional sentences.

2. **Meaning-** the use of different structuresor possible combination of clauses, which serve to convey different messages could confuse learners.

3. **Overgeneralized instructions-** most EFL textbooks or grammar instruction of this topic often fail to cover the complexity and variety of forms of the topic with sufficient input and practice.

4. **Time-tense connections-**the shift of tenses through the use of variety of forms for different functions or purposes may confuse learners.

Moreover, many textbooks or EFL teachers tend to present one conditional pattern in isolation, and later, when learners forgot grammatical features of conditional type they already learned, another type of conditional is introduced, which could lead learners to confuse and fail to compare distinctive features, different functions and meanings they would serve. In addition to that, most teachers heavily put emphasis on form by teaching deductively, not to let students discover the grammar features of conditionals themselves, especially in the context. As Chalipa, S (2013) points out learners need to be given ample opportunities for the use of separate structures in communication to comprehend and be able to practice in the meaningful context.

The most frequent mistakes made in learner's speech with conditional clauses are observed mostly in the incorrect use of its grammatical structures. The underlying reason for the frequent mistake with this type of clause could be connected to the potential cause of learner divergence regarding L2. As Ishihara, N., &Cohen, D. (2010) point out, limited grammar ability in L2 can lead to the failure in the proper interpretation of the message as well as pragmatically inappropriate production of sentences beyond the control of the language learner. In other words, learners who are most likely to be limited to produce simple sentences mostly are not able to comprehend and produce complex sentences accurately especially bi-clausal sentences.

Suggested solutions to the possible teaching and learning problems associated with Conditionals

The followings could be possible ways of facilitating teaching and learning Conditionals in EFL context:

- Teaching in the context;
- Incorporating video materials or songs in to the lesson;
- Engaging learners through communicative activities;
- Presenting all types of conditionals at the same time;
- Enabling learners to "discover" the features of variety of conditionals through guided discovery;

The suggestions listed above could help not only learners but also teachers to facilitate teaching this complex topic by creating near-native environment. Especially, the role of integrating video or audio materials in teaching conditionals is indispensable. As Yassaei, Sh (2012) believes, incorporating videos into the lesson creates an engaging and interactive environment in the EFL classroom, and at the same time, this way of teaching enables teachers to be more creative in designing their lesson. Visual aids also serve to meet the needs of visual learners by allowing them to see the use of target grammar structure in the authentic environment. Batstone (1994) also mentions that "good tasks" include the features that actively engage students by encouraging them to attend to purposeful language practice as well as involve learners to meet their personalities and learning styles.

Pedagogical Approaches to teaching Conditionals

In regard with identifying pedagogical approaches and selecting resources, it is teachers' responsibility to select appropriate and effective methods and materials that could meet the needs and wants of the learners, apart from being suitable for their level, age, learning styles, background knowledge and cultural values. Although every teaching approach and method has their own advantages, selecting methods that enables to create learner-centered environment is considered to be more productive way of teaching.

In terms of teaching Conditionals, implicit way of teaching through inductive methods based on *CLT* (*Communicative Language Teaching) and Task Based language learning* would serve to engage learners through meaningful activities that help them comprehend meaningful use of conditionals in the context. As Celce –Murcia (2014) points out, by applying CLT techniques, students not only learn what is taught or they are exposed to, but also communicate, especially if the grammar structures are complicated or if the learners are not ready to comprehend the topic.

Moreover, including videos, authentic songs, and games while introducing the new lesson in the initial stages of the lesson provide an opportunity for classroom interaction and serve to actively engage learners throughout the lesson. Batstone (1994) states that listening as well as reading tasks give opportunity to learners to focus both, on meaning and form to notice the grammar in the context. Drawing learners' attention to focus and form is the best way to raise their awareness on the existence of specific features of target grammar. Batstone (1994) further states that learners firstly, should notice specific features of grammar, before doing any practice with them. In this regard, application of authentic songs, movie extracts through the noticing tasks enables learners to notice the distinctive but confusing structures of conditional types and their intended meaning in the context.

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THE INFLUENCE OF CLIL ON THE CRITICAL THINKING DEVELOPMENT OF LANGUAGE LEARNERS

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Annotation The following paper is going to represent information that is related to the Content and Language Integrated learning and present the European module and experience in the following method. The usage of CLIL is widely used in European education as except the first language the usage of second and foreign language during the class is widely spread in their context. Additionally, after thorough research, it was found that CLIL positively affects not only the quality of the content and language teaching but strongly develops the critical thinking of the student and activates learners' schemata at a dynamic pace.

Keywords: CLIL, critical thinking, schemata, 3D, method, 4 C, Europe.

Introduction

Content and language integrated learning (CLIL) became popular at the beginning of the 19th century, wealthy families of the European community started to hire foreign tutors to develop

bilingualism in their children, as learners could use not only their mother tongue but one more additional language (Hanesova, 2015)

These days CLIL is studied and implemented at the professional level. There are a lot of prominent linguists who had conducted research and brought that method to the next level. One aspect that was presented and studied by Coyle, Hood, and Marsh (2010) was focusing on the Mapping integration or " The 4Cs Framework". It is focused on juggling with CONTENT, COMMUNICATION, COGNITION, AND CULTURE which is surrounded with context which makes it even more appealing to the learner. This way CLIL is used to utilize language correctly while learning effectively. The authors presented 7 main principles to prove it.

1. Personalized learning "Creating their language and developing language skills"
2. Analyzing content from the linguistical aspect.
3. Analysis of the cognition from the linguistic demand
4. Reconstruct the content and connect to the language
5. Interaction between learners
6. Intercultural awareness
7. Contextual variables must be effectively realized by the learner.

4C Framework is focusing on 3 ways of implication: the first one is aimed to justify the integration of content and language from the perspective of the educator. The second challenging focus is the initial language level of the learner and his /her cognitive level. This factor might variously affect the final result of the lesson outcome. One more very crucial factor that must be taken into consideration is that CLIL is taught by language or content experts as a result it is really hard to avoid ignorance of the weak aspect for the educator.

One more illustrious way of teaching CLIL is the 3D approach which is focusing on tuning the lesson by playing on 3 main accords of language learning which are concept, procedure, and language (Ball, Kelly, Clegg, 2016). 3-dimensional CLIL is aimed to build a class around the main objective that is opening opportunity to achieve a goal of the lesson which is considered a long term process according to Ball (2018), and the last stage of the whole language and content learning process is fixed with the aim of the course which was connected as a series of lessons with 3 D objectives.

Main part

Both of these methods are highly used in the world these days. CLIL has successful results in Argentina after relevant teacher training and material development (Benages, 2016), Europe became the pioneer in content and language integration by having phenomenal results in this sphere (Perez, 2012). Additionally, In the territory of Asia, there were noticed significant changes in the language proficiency development after CLIL integration into the classroom (Yang, 2015). Today, CLIL started its first steps into the trilingual context of Central Asia, particularly in Kazakhstan by presenting significant results in language learning (Karabasova, 2018). Taking into account all positive results that were achieved in CLIL implementation this research was focused on CLIL implementation in Uzbek schools by taking into account most trials and errors of previous researchers and comparing private schools which teach content through English without taking language integration (IMA), and public schools which are not aware of CLIL and IMA at all (Artikova, 2020).

This research will study how using CLIL methodology might positively affect critical thinking enhancement. Before starting the description we need to find out what is critical thinking itself?

Critical thinking is an ability that helps individuality to question assumptions, be cautious about generalization, explore alternatives and formulate a personal opinion about a certain topic. The reason why critical thinking enhancement is important in the learning process is that it positively affects learners' autonomy and student start feeling responsibility while learning as well as analyzing the whole knowledge acquiring process.

The first reason why CLIL and critical thinking are so close is that while creating CLIL focused lesson plan it is essential to use high-order thinking questions that boost critical thinking many times. According to Blooms' taxonomy, the highest chain of question creation contains questions why? how? and urges the respondents to create the answer before replying enhance critical thinking and makes learners think rather than simply memorize respond. Which positively affects not only learning skills but the life skills of the learner as well. Students will learn how to reply to any question from the individual point of view and realize the importance of personal opinion.

The next reason is the usage of authentic materials during the CLIL classes. Authentic materials are directly connected with the real world and this connection makes students analyze all materials from their point of view which increases critical thinking as well. Authentic materials can be anything that students might face in the real world such as an article, lecture, brochure, or simple itinerary. All those files not only make students think while working but also, arise their preparation for the real world.

One more reason that positively affects critical thinking is giving multimodal input during CLIL classes. While studying in the content and language integrated class students are facing such materials as written and spoken text, graphics, statistics, videos, and other multimodal input that will help students to learn from various sources. It means that if the class is held at school it is direct preparation for higher education. As a result, while studying in a university context students will not face difficulties and will be able to use critical thinking without any challenges.

Conclusion

Content and Language integrated learning is one of the methods that was used in the European context with 2 basic approaches. The first approach was focusing on 4 C s' and the second on 3D. Both these methods were proved to be helpful and both of them positively affected critical thinking due to certain factors such as high order thinking questions, authentic materials, and multimodal input. As a result, the following paper proves that CLIL methodology can be really helpful for language learners as it boost s not only critical thinking but learners' autonomy.

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ОНЛАЙН-ОБУЧЕНИЕ – ДИСТАНЦИОННАЯ ТЕХНОЛОГИЯ

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Аннотация

В статье рассказывается о популярности использования дистанционного обучения в образовательном процессе, о возможностях предоставления качественных образовательных услуг, об использовании виртуального способа получения, хранения, обработки и контроля учебного материала.

Ключевые слова: образование, онлайн-обучение, дистанционное обучение, электронная платформа, технология.

Annotation

The article talks about the popularity of using distance learning in the educational process, about the possibilities of providing quality educational services, about using a virtual way to receive, store, process and control educational material

Keywords: education, online education, distance learning, electronic platform, technology.

Внезапное распространение коронавирусной болезни, объявление пандемии, изменил распорядок дня каждого. В связи с пандемией в Узбекистане обучение во всех учебных заведениях было переключено на быстрое обучение, в режим дистанционного онлайн-обучения.

Что такое дистанционное обучение?

Дистанционное обучение – это обмен информацией между педагогом и учащимися (группой учащихся). Учащемуся приписывается роль получателя некоторого информационного содержания и системы заданий по его усвоению. Результаты его самостоятельной работы высылаются затем обратно педагогу, который оценивает качество и уровень усвоения материала. Под знаниями понимается транслируемая информация, а личный опыт учащиеся не приобретают и их деятельность по конструированию знаний почти не организуются. [4]

В Европе в конце XVIII века, с появлением регулярной и доступной почтовой связи, возникло «корреспондентское обучение». Учащиеся по почте получали учебные материалы, переписывались с педагогами и сдавали экзамены доверенному лицу или в виде научной работы. Появление радио и телевидения в начале XX века внесло изменения в дистанционные методы обучения. Это был значительный прорыв, аудитория обучения возросла в сотни раз. По теле-

видению вещались обучающие передачи, которые шли, начиная с 50-х годов. Однако у телевидения и радио был существенный недостаток – у учащегося не было возможности получить обратную связь. В 1969 году в Великобритании был открыт первый в мире университет дистанционного образования – Открытый Университет Великобритании, он был назван так, чтобы показать его доступность за счет невысокой цены и отсутствия необходимости часто посещать аудиторные занятия. [3]

По велению ситуации образование неожиданно для всех стало дистанционным. Все вузы нашей страны постепенно начали переходить на дистанционное образование. Создавая все условия для профессионально-продуктивной атмосферы взаимодействия, практически необходимо было за короткий срок разработать методику и приёмы доступного дистанционного обучения. В таких сложившихся обстоятельствах введение онлайн-обучения стало необходимым, доступным, безопасным для большого количества населения. Независимо от социокультурных условий единая информационно-инновационная, дистанционная, образовательная среда, объединяет студента, преподавателя, который открывает равный доступ к качественному общему образованию. Интернет для наших студентов и для других стал огромным прорывом, значительно большим, чем радио и телевидение.

Для внедрения электронного образования в Специализированном филиале Ташкентского государственного юридического университета была создана электронная онлайн-платформа по всем предметам, все материалы предварительно были размещены через платформу http://talim.sbtsul.uz/. Занятия официально проводились в соответствии с расписанием, своевременно, при помощи приложения ZOOM. По каждому модулю организованы и открыты Телеграмм каналы. Настоящая электронная платформа Филиала предоставляла нашим студентам возможность освоить учебный материал независимо от места их нахождения. Удобство и преимущество этой электронной платформы для наших студентов заключалось в том, что все ресурсы, по тому или иному предмету, размещены в папках каждого модуля на тематической основе, что дает студентам право свободно загружать и рационально использовать их в любое время. В каждом тематическом разделе существуют презентации, раздаточные и теоретические материалы, логические проблемные вопросы, казусы, аудиозаписи, тестовые задания, упражнения для закрепления нового материала. [1]

Сегодня адаптация к процессу дистанционного онлайн-обучения и правильная его настройка – актуальная проблема и задача для каждого преподавателя. Этот процесс требует равной ответственности и от педагога, и от студента. Для дистанционного онлайн-обучения своего предмета, преподаватели Специализированного филиала Ташкентского государственного юридического университета, также используют различные методы и приёмы. Сегодняшнее развитие информационных технологий и расширение технических возможностей, появление новых разработок и их подход к повседневной жизни позволяют, преподавателям и разработчикам учебных программ использовать мастерство и одновременно работать над собой внедряя новшества в своей педагогической и научной деятельности. Практически каждый преподаватель, исходя из своего творческого потенциала и педагогических навыков, начал эффективно организовывать свои занятия по своим предметам.

Дистанционные-онлайн ресурсы и технологии с большим интересом, позволяют студентам самостоятельно приобретать знания, формировать навыки самообразования, саморазвития, самоконтроля, укрепляя их знания по отношению к своей области. Да, у онлайн образования есть плюсы и минусы, но несмотря на это, с каждым годом популярность использования дистанционного обучения в образовательном процессе – это возможность предоставления качественных образовательных услуг на занятиях. Использование виртуального способа получения, хранения, обработки и контроля информации при разработке специальной методики обучения, формирует и реализует индивидуальную образовательную систему, включающую учебно-познавательную, коммуникативную деятельность.

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FEATURES OF TOURISM TERMINOLOGY IN FRENCH LANGUAGE

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Annotatsiya: Ushbu maqolada frantsuz tili sayyohlik terminalogiyasining asosiy va semantik xususiyatlari o‘rganib chiqiladi.
Kalit so‘zlar: Turizm, atamalar, frantsuz tili, semantik, fan, izohli lug‘at.

Annotation: This article examines the main formal and semantic features of the French tourism terminology.
Keywords: Turism, terms, french, semantic, science, explanatory dictionary.

Аннотация: В настоящем статье рассматривается основные формальные и семантические особенности французской терминологии туризма.
Ключевые слова: Туризм, термин, французский язык, семантик, наука, толковый словар

The terminology of tourism presents topically, formally and conceptually ramified system of terminological nominations, which includes, along with the operational terms of the tourism industry, linguistic and cultural terms-concepts, terms-concepts in the form of words and phrases, acronyms and abbreviations. The purpose of this article is to determine the peculiarities of the presentation of international terms related to the tourist terminological system in the French explanatory dictionaries.

Currently, in linguistics, interest in the description of sublanguages serving professional communities has increased. Terminology is becoming common not only in the professional sphere, but it is actively penetrating the spoken language. In this regard, scientific interest in the problems of terminology is growing. Modern linguistic research concerns the specificity of scientific texts, the structure of terms and the ways of their formation, the issues of ordering terminological systems. Recently tourism terminology has emerged relatively and continues to be replenished with new lexical units in almost all languages. Modern opportunities for movement provide a new scope for the development of tourism, which did not exist half a century ago, and, therefore, create conditions for the insulation of a whole layer of lexical units into an independent terminology system.

The peculiarities of the French tourist terminology system in science have not yet been sufficiently studied in comparison, for example, with English. Meanwhile, France is a country popular with tourists, it is connected by business relations with other states, which causes a large flow of not only

tourists, but also commercial trips to the country. In this regard, consideration of the specifics of the French tourist terminology is relevant.

In this work, we will consider the main formal and semantic features of French tourism terminology.

The material for the research was specialized in textbooks on tourism, electronic versions of tourist guides, and French explanatory dictionaries.

Analyzing the totality of tourist terms, several groups can be distinguished according to their origin: French proper (including those calling French realities); borrowed from other languages (mainly from English).

Actually French terms can be divided into several thematic subgroups, calling the realities of French life of interest to tourists:

– Gastronomy – "grillades, soupe quotidienne, cidre brut, foie gras, cru classe";

– Sport – "velo, escalade";

– The history of the country – "revolution francaise, Empire, petit general, jacobin, chateau de Versailles";

– Cinematograph – "Palais des Festivals et des Congres de Cannes, Festival international du film de Cannes, Salon Indien du Grand Café";

– Fashion – "haute couture, pret-a-porter, boutique";

– Science – "observatoire, Academie des sciences";

– Geography – "ambiance volcanique, Canal du midi, Pyrenees";

– Culture – "la musique troubadour, passe-livres";

– Religion – "abbatiale, monastere, edifice sacre, abbaye benedictine du Mont-Saint-Michel".

Borrowed, primarily English, terms are widely represented on the French term for the tourism system. The fact is that tourism originally originated in England, and therefore borrowings from this language are present in large numbers in the tourist terminology of all languages.

Despite the negative reaction to borrowings from the state, Anglicism in the tourist terminology system of the French language undoubtedly enrich the recipient language. This is happening not only due to the direct borrowing of English terms, but also due to the emergences of French neologisms that name new phenomena in the tourism sector. In addition, Anglicism's, of course, contribute to the development of a single terminological base, understandable to speakers of different languages, which is especially important for such an area of human activity as an international tourism.

The emergence of the new words in the French terminological system of tourism is the result of both the borrowing process and the word-formation processes of their own language. Terms - neologisms denoting new phenomena and objects in this area, are formed on the basis of active word-formation models of the modern French language.

In the course of the analysis, we identified several ways to replenish the French tourist dictionary:

1. Morphological method: "caravane – caravanier", "-iere", (1. "Utilisateur d'une caravane. 2. Personne pratiquant le tourisme en caravane".).

The analysis of words and expressions included in the dictionaries of travel terms "Petit dico du tourisme" and "Glossaire: les mots du tourisme" showed that the most productive are derivatives formed with the following suffixes and prefixes:

suffix -ment: "debarquement, enregistrement, encaissement"; (2.5%)

suffixes -iste and -isme (2.3%): "bagagiste, naturisme";

suffix -age: "atterrissage, decalage, amerrissage; (1.4%)

pre- prefix: preavis, precaution (0.7%);

Also, a productive way of forming neologisms is the compounding: coffre-fort, hotel-club (1.6%).

2. Semantic way (changing the meaning of the word), for example: bourse professionnelle: Larousse gives the following definition of the word bourse - petit sac souple pour mettre l'argent et de menus objets (small elastic bag for money and small items). Or the second meaning is Argent disponible, resources (available money, monetary resources).

In tourist terminology, the combination bourse professionnelle acquires a slightly different meaning: manifestation permettant un echange d'informations ou des negociations entre professionnels d'un ou de plusieurs secteurs d'activite sur les problemmes les concernant. - activities for the exchange of information or negotiation between specialists from one or more sectors).

3. Formation of terminological combinations: tourisme de congres; limite d'enregistrement; entre-saisons, demi saison; croisiere cotiere; industrie de l'hebergement; gite et couverts. As the analysis of examples shows, terminological combinations are formed on the basis of the most common word-formation models of the French language:

N + N: voiture couchette; journee clients; dejeuner buffet

N + Adj .: liaison aerienne; bronzage artificiel; buffet froid

N + de + N: hall de depart; appel de reveil; porte de debarquement

N + prep. + N: voyage a forfait; aeroport en ligne; frais d'agence

N + prep. + syntagme nominal: vol sur l'aviation civile; fontaine a eau chaude.

4. Abbreviation - a way of creating terms that represent the names of various organizations that provide tourist services: A.T.A.F. - Association des transporteurs aeriens de la zone francophone. A.N.I.T. - Agence nationale pour l'information touristique. Collecte et diffuse les informations touristiques.

When analyzing the formal features of the French tourist terminology system, we can note the presence of different types of terms:

– simple: rabais, vignoble;

– complicated: thalassotherapie, omnipresent, publipostage;

– connected terminological combinations: justificatif des depenses, heure de pointe;

– free terminological combinations: jardin tropical, liaison aerienne, hotesse d'accueil.

Analogous types stand out, in particular, in the English tourist terminology system, that tells about the general processes of the formation of terminology systems in various languages.

The performed analysis allows us to draw a number of conclusions about some of the features of the French tourist terminology system. First of all, it should be noted the emphatically authentic nature of the terminological system of this sphere. When creating new terms, the French language actively uses its own linguistic means, or at least shows a tendency towards this. As a result, in tourism texts, as well as in the professional field, along with numerous Englishisms, their French equivalents are used. However, despite all the obstacles, English terms penetrate into the tourism sector due to close international contact, since the sphere of use of terminology requires international unification.

Thus, the formation of the tourist terminology system is an actual process of the modern French language. The tourism sector is actively developing, along with this, new terms are being formed. Observing the creation of a new terminology system makes it possible to trace active processes in the French language system and identify their specifics.

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THE EDUCATIONAL DESIGN OF THE MULTIMEDIA LESSON

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Abstrakt: The emergence of the concept of competency-based approach - the "competence-based approach" in European higher education entailed a reassessment of the teaching methodology, including teaching a foreign language. The main goals and objectives of the new methodological approach in education were determined by the Commission "Pan-European Format of Foreign Language Proficiency: Training, Teaching, Level Assessment"

Key Words:design, educational process, pedagogical level, methodological level, Projects Method, Case Study Technology.

Pedagogical design-the use of knowledge (principles) about effective educational work (teaching and learning) in the process of design, development, evaluation and use of educational materials.

The lesson, as a direct tool for the implementation of the basic ideas of information and communication technologies, requires the most careful development. It is the lessons that are the litmus test that show the effectiveness of a particular development. This is both the final result and the last stage of design, implementation of ideas laid down by the developers of certain technologies.

The preparation of such lessons requires even more careful preparation than in the normal mode. Concepts such as the script of the lesson, directing the lesson - in this case, not just newfangled terms, and an important part of the preparation for the training session. Designing a future multimedia lesson, the teacher must consider the sequence of technological operations, forms and ways of presenting information on the big screen. It is worth immediately thinking about how the teacher will manage the educational process, how pedagogical communication will be provided at the lesson, constant feedback from students, developing the effect of learning.

A multimedia lesson is a lesson that uses multi-media representation of information using technical means, primarily a computer. In numerous articles devoted to this topic, the expression "lesson with multimedia support" is often found. It is quite obvious that this is the name of a lesson where multimedia is used to enhance the learning effect. In this lesson, the teacher remains one of the main participants in the educational process, and often the main source of information. At any time, the teacher can use hyperlinks to go to the details of the information, "revive" the studied material with the help of animation and so on.

It is obvious that the degree and time of multimedia support for the lesson can be different: from a few minutes to a full cycle. However, a multimedia lesson can also act as a" mini-technology", that is, as a teacher-prepared development with specified educational goals and objectives, focused on quite specific learning outcomes. This lesson has a sufficient set of information component, didactic tools. The role of the teacher who in this case is, first of all, the organizer, the coordinator of cognitive activity of pupils significantly changes at its carrying out. Conducting a lesson in the mode of mini-technology does not mean that the teacher is deprived of the possibility of maneuver and improvisation. It will not be surprising that such a lesson can play with new faces, pass more attractive, interesting, dynamic. But the lesson is a mini - technology implies a significant reduction of "pedagogical marriage".

When designing a future multimedia lesson, the developer should think about what goals he pursues, what role this lesson plays in the system of lessons on the studied topic or the entire training course. What is the multimedia lesson for:

- to study new material, presentation of new information;
- to consolidate the passed, working out educational skills;
- for repetition, practical application of the acquired knowledge, skills skills;
- for generalization, systematization of knowledge.

It is necessary to determine at once: thanks to what the training and educating effect of a lesson will be strengthened that carrying out a multimedia lesson did not become just a tribute to newfangled Hobbies. Based on this, the teacher must choose the forms and methods of the lesson, educational technology, teaching techniques.

Forms and place of use of multimedia presentations (or even a separate slide) in the classroom depend, of course, on the content of the lesson, the goal set by the teacher. However, practice allows us to identify some common, the most effective methods of application of such benefits:

In the study of new material. It allows you to illustrate a variety of visual AIDS. The application is particularly beneficial in cases where it is necessary to show the dynamics of any process.

When pinning a new topic

To test knowledge, Computer testing is a self-examination and self-realization, it is a good incentive for learning, it is a way of activity and expression. For a teacher it is a means of quality control of knowledge, a programmed way of accumulating assessments.

To deepen knowledge as additional material to the lessons.

When checking the front independent work. Provides along with oral visual control of the results. When solving problems of educational nature. Helps to execute the drawing, to make the decision plan and to control intermediate and final results of independent work on this plan

A means of emotional relief. During the block lessons or long consultations before exams-it is necessary to include video sequences of experiments or cartoons at the same time the students disappear fatigue, there is interest, they are looking for answers, turn to the teacher with questions, charged with new energy. Multimedia programs look like a video, but with the ability to intervene in the course of action and dialogue.

As a means to making distributing didactic material, codogram and cards. Personal computer in the hands of teachers, in addition to the scanner and printer is a mini-printing office of a teacher.

In educational activities, the use of the computer is possible in three forms, 1) the machine as a simulator, 2) the machine as a tutor, performing certain functions for the teacher, and such that the machine can perform better than a person. 3) a Device that simulates a certain environment and the actions of specialists in it.

Training systems are most appropriate to apply to consolidate previously acquired skills. Tutoring systems are best used provided that the goals and objectives of training are clearly defined. Simulation training modeling is most suitable when the training material is not systematic and its boundaries are not clearly defined.

When using a multimedia presentation, it can be used in a classroom system or use new models of its application.

It is possible to note a method of projects as the most perspective pedagogical technology which allows to open most fully creative abilities of trained, to form ability to be guided in the huge sea of information, focusing attention on the main thing, to take responsibility and to make decisions.

Of course, the method of projects requires the highest qualification of the teacher, creative approach to the school curriculum, the ability to aggregate knowledge in several subjects and, of course, organizational skills. The use of information technology in the project at school and, of course, in the development of materials for it, was decisive, breathed new life into the well-known design methodology for a long time. The main components of the project method are the research work of schoolchildren and the evaluation of this activity

Of all the tools of cognition, multimedia is the best way to represent knowledge in a variety of ways, including all the modalities of perception. Working with multimedia tools, students have at their

disposal a rich Arsenal for self-expression of the studied material. Multimedia implements a more creative approach to the process of assimilation and presentation of knowledge.

The system of training, in which students acquire knowledge and skills in the process of planning and implementation of gradually increasing complexity of practical tasks-projects. One of the personality-oriented technologies, a way of organizing independent activities of students, aimed at solving the problem of the educational project, integrating the problem approach, group methods, reflexive and other techniques.

In our opinion, the most progressive possibilities of multimedia are to use them in the educational process as an interactive multi-channel learning tool. Research, project approach in the system of education, development of their own multimedia / hypermedia projects, constant use of multimedia for educational purposes in all blocks of disciplines of General cultural and subject training, allow to transform the traditional learning process into developing and creative. Information technology allows students to give a unique opportunity to learn a new concept independently of the teacher, to notice a pattern, to put forward their own hypothesis, to feel how mathematical questions arise. The ability to use the method of projects-an indicator of high qualification of the teacher, his progressive methods of teaching and development of students.

No wonder these technologies are referred to the technologies of the XXI century, assuming, first of all, the ability to adapt to the rapidly changing conditions of human life of post-industrial society. But it should also be noted that the project method can be useful only if it is used correctly, a well-thought-out structure of the projects and the personal interest of all project participants in its implementation. Teaching methods have a close relationship with the nature of presentation and perception of information for both the learner and the trainer. And in connection with this fact it should be noted that the use of multimedia technologies significantly affects the nature of the presentation of information, and, consequently, on the methods of teaching there Are opportunities to use the methodical technique of do as I do - it is a joint activity of the teacher and the student. Or option the presentation is not brought to the end, and it is offered to the trained to illustrate the text. Game teaching methods are widely used.

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ЎЗБЕК МИЛЛИЙ МУСИҚА ЧОЛҒУЛАРИ ТЕРМИНОЛОГИЯСИНИНГ ТАРИХИЙ ТАКОМИЛИДА ШАРҚ МУТАФАККИРЛАРИНИНГ ЎРНИ

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Аннотация:Мазкур мақолада лексикография ва миллий мусиқа чолғуларининг ривожида шарқ алломаларининг ўрни ва улар қолдирган мероси ҳақида сўз юритилади. Шарқ мутафаккирларини ўрганар эканмиз, уларнинг лексикография билан бир қаторда миллий мусиқа санъатига ҳам қўшган ҳиссаси беқиёслигини гувоҳи бўлишимиз мумкин.

Калит сўзлар: миллий мусиқа чолғулар, луғат, лексикография, шарқ алломалари, асар, дутор, чанг.

Annotation: This article highlights the role of oriental scholars in the development of lexicography and national musical instruments and their legacy. When we study Eastern thinkers, we can see that their contribution to the art of national music as well as lexicography is incomparable.

Keywords: national musical instruments, dictionary, lexicography, oriental scholars, works, dutar, chang.

Ҳар қандай тилнинг сўз бойлиги тарихий ёки замонавий тусда бўлмасин, инсонлар томонидан тузиладиган ранг-баранг луғатларда маълум даражада аксини топади. Бугун муайян тилшуносликнинг қай даражада ривожлангани, такомил топгани айни тилда яратилган луғатларнинг тури, миқдори ва сифати билан ўлчанмоқда.Тилнинг луғат бойлиги доимий ривожланиб борар экан, унга янги сўзлар кириб келади, баъзи сўзлар эса эскириб муомаладан чиқиб кетади. Ана шундай ҳолатни илмий жиҳатларини ўрганиш, таҳлил қилиш эса тилшунослардан катта матонат талаб қилади. Тилшуносликнинг лексикография бўлими ана шу сўзларни ўрганадиган фандир.

Лексикография [р<грек] Луғат тузиш назарияси ва луғат тузиш иши; луғатшунослик [Ўзбек тилининг изоҳли луғати 1981:430].

Луғат тузиш иши қанчалик машаққатли касб эканлиги бизга маълум. Шунинг учун луғат тузишдан аввал лексикографиянинг ўтмишдан то ҳозиргача ривожланиб келиш тарихини ва луғатшуносликка катта ҳисса қўшган алломаларимизнинг ишларини ўрганиб чиқиш даркор. Шарқ мутафаккирлари лексикографиянинг ривожланишига катта ҳисса қўшган. Албатта, бундай буюкларнинг номи абадий ҳурматда бўлади.

Бунинг ёрқин исботи сифатида бобомиз Алишер Навоийни номини тилга олиш кифоядир. Алишер Навоий тилшуносликка доир асари «Муҳокамат ул-луғатайн»ни ҳижрий 905, милодий 1499 йилда ёзди. Улуғ ижодкор умрининг сўнгида яратган бу китоб аҳамияти беқиёсдир. А.Навоийнинг “Муҳокамату-л-луғатайн”ни ёзишдан мақсади, унинг ўзбек тилшунослиги тарихидаги улуғ хизматлари, Навоийнинг талқин принциплари, турли оилага кирувчи тилларни чоғиштирма-типологик ўрганиш масалалари келтирилган [Қосимжон Содиқов 2017:4]

А.Навоийнинг дунё тиллари келиб чиқиши тўғрисидаги қарашлари “Муҳокамату-л-луғатайн”да яхши ёритилган. Ҳазратнинг фикрича, Аллоҳ инсонни нутқ билан барча жонзотлардан мумтоз айлади.

А.Навоий туркий, форсий ва ҳиндийни энг эски тиллар деб ҳисоблайди. Улар Нуҳ пайғамбарнинг уч ўғли- Ёфас, Сом ва Ҳомнинг авлодлари ўртасида тарқалган[Қосимжон Содиқов 2017:8-9].

Дарҳақиқат, А.Навоийнинг «Муҳокамат ул-луғатайн» асари билан танишиб чиқар эканмиз, буюк ижодкор мазкур асари билан дунё тилшунослигида тилларни типологик ўрганиш соҳаси-

ни, уларни ўзаро чоғиштириб ўрганиш ишини очиб берганлигини гувоҳи бўлишимиз мумкин. Олимларнинг фикрича, ушбу асар устида ҳали тадқиқотлар ўтказиб, изланишлар олиб борилса, ўрганилмаган жуда кўп илмий янгиликларини устида ишлаш мумкин бўлади.

Шарқ алломаларидан яна бири бобомиз Маҳмуд Қошғарий бўлиб, бундан қариийб 1000 йил аввал туркий халқларнинг олтин китоби "Девону луғотит турк"ни ёзишни бошлади ва икки йил давом этган машаққатли меҳнатдан кейин якунлади. Ушбу луғат фақат сўзлар ва уларнинг маъноларини тавсифлаб қолмасдан, туркий халқлар тарихи, урф-одатлари, географик жойлашуви каби кенг маълумотларни ҳам қамраб олган. Шу билан бирга, у дастлабки икки тилли (туркийча-арабча) изоҳли луғатлардандир.

Маълумотларга кўра, Маҳмуд Қошғарий туркий тилнинг аҳамияти араб тилиникидан кам эмаслини исботлади. "Девони луғатит турк" ҳамон туркий халклар тарихини ўрганишда бетакрор манба ҳисобланади. Буюк олим, туркий лексикограф, грамматист ва диалектолог Маҳмуд Қошғарий номи туркий халқлар тарихига қизиқувчи барча инсонлар учун қадрлидир.

Лексикография ривожида ўзининг катта ҳиссасини қўшган яна бир алломаларимиздан бири Маҳмуд Замаҳшарийдир. У ўзининг "Асос ул балоға" асари ва "Муқаддимат ул-адаб" деб номланган тўрт тилли (араб, форс, ўзбек, мўғул) луғати билан лексикографиянинг амалий ва назарий томонларини ўрганиб чиқди.

Ўзбек миллий мусиқа чолғулари ҳам қадимдан ривожланиб келган экан, демак миллий мусиқа чолғулари бўйича луғат тузишдан аввал, айнан шу мусиқа чолғулари тарихини ўрганишимиз зарур. Тадқиқотлар натижасида гувоҳи бўлдикки, миллий мусиқа чолғулари шарқ алломаларининг асарларида ҳам ўз аксини топган.

Бизга маълумки, ўзбек миллий чолғулари асрлар оша ривожланиб келган. Ўтмишда машҳур шоирлар ҳам ўз асарларида мусиқа чолғуларини бир неча бор зикр этганлар. Алломаларимиздан эса, Ал-Фаробий (IX аср) ўзининг "Катта мусиқа китоби"да, Сафмддин Урмавий(XII аср) мусиқий рисоласида, Абдулқодир Мароғий (XIV аср) "Жами ал-алҳон фи-илм ал-мусиқий) рисоласида, Аҳмадий (XIV аср) "Созлар мунозараси" асарида, Зайнуллоббиддин Ҳусайний(XV аср) "Рисола дар баёни қонуни ва амалий мусиқий" рисоласида, Абдураҳмон Жомий (XV аср) "Мусиқий рисола"сида, Амулий (XVI аср) "Мусиқа рисола"сида, Дарвеш Али Чпнгий (XVII аср) "Мусиқий рисола"ларида мусиқа чолғулари ҳақида маълумотлар берганлар.

Шарқ мутафаккирларини ўрганар эканмиз, уларнинг лексикография билан бир қаторда миллий мусиқа санъатига ҳам қўшган ҳиссаси беқиёслигини гувоҳи бўлишимиз мумкин.

Лекин, Гулчехра Эргашева ўз монографиясида ёзишича, асл ҳужжат ва манбаларда мусиқий созларнинг тарихи қисқа сатрларда, лавҳалардагина ёритилган. Ўша даврда мусиқани ёзиб олувчи воситалар бўлмаганлиги сабабли, ўтмиш мусиқа чолғуларининг садоланиш хусусиятлари ҳақида аниқ тассаввур йўқ. Ўрта аср Шарқ алломаларининг мусиқага оид илмий рисолаларида, шоирлар томонидан яратилган бадиий асарларида мусиқий чолғуларнинг номланиши ва улар яратган муҳит ҳақида сўз юритилсада, уларнинг яратилиш жараёни, бадиий имкониятлари ҳақида маълумотлар жуда оз[Гулчехра Эргашева 2012].

XIV-XVII аср Шарқ бадиий миниатюраси ҳамда шеъриятидан Ўзбекистон ҳудудида шу даврда бўлган барча мусиқий чолғу асбоблар ҳақида умумий маълумотга эга бўлиш мумкин.

IX-XI асрлар давомида Ўрта Осиёнинг буюк олимлари – Форобий, Ибн Сино, ал-Хоразмийлар томонидан ўз даврининг мукаммал мусиқа назарияси ишлаб чиқилди. Ўша даврларда мусиқа илми математика илмининг таркибий қисми сифатида қабул қилинган эди. Буюк олимларнинг асарларида мусиқа чолғулари ҳақида жуда қимматли маълумотлар берилган.

Фитратнинг ёзишича, бизнинг адабиётимиз шарқ-ислом адабиётига қандай боғланган, қандай муносабатли эса, мусиқамиз ҳам шарқ-ислом мусиқаси билан шундай боғланган, шундай муносабатдадир. Бизнинг эски куйларимиз орасида «рок», «қатор-соранг» деган куйлар бор. «Рок» ҳиндча «мақом» демакдир. «Соранг» эса, ҳинд чолғуларидан биридир. Булар мусиқамизнинг кўб эскидан (ёлғиз араб-эрон эмас), ҳатто ҳинд мусиқасидан таъсирланганини кўрсатадир[Фитрат,1993:5].

Фитратнинг “Ўзбек классик мусиқаси ва унинг тарихи” номли китобида Ҳофиз Дарвешнинг кўрсатишига кўра, унинг замонида ўзбек мусиқа дунёсида қуйидаги чолғулардан кенг фойдаланилган экан: уд, қонун, танбур, чанг, най, рубоб, қубуз, ғижжак, ишрат, кунгура, сетор, руҳафзо, сурнай, балабон, ноғора, дойра. Бу сон албатта мусиқанинг бойлиги учун катта бир далилдир.

Одатда, мусиқий чолғулар ижрочилик амалиётининг турли йўналишларида қўлланиб келинган. Аввало энг содда чолғулар яратилиб, кундалик ҳаёт тарзида кенг фойдаланилганлигини қайд этиш жоиздир. Даврлар ўтиши, жамият тараққиёти мезонига чолғу созлар ҳам ҳамнафас тарзда ривожланиб, замонга мос такомиллашиб, мукаммаллашиб борган .

Ўзбек халқининг яна бир севимли созларидан бири бўлган дутор тарихини ўрганар эканмиз, у узоқ ўтмишдан бизнинг даврга ча турли хил шаклда етиб келганлигининг гувоҳи бўламиз. Бу чолғунинг юзага келишини мутахассислар асосан XV асрдан бошлаб тавсиф этсалар-да, аслида унинг келиб чиқиш илдизлари бирмунча қадимийроқдир.

“Хоразм мусиқий тарихчаси” китобида эса муаллифларнинг ёзишича, Хоразм мусиқийсининг биринчи даврини XII асрдан XIX аср бошларигача деб кўрсатган. Бу даврда Хоразм мусиқасининг тараққиёти ва ривожланиш йўллари очиқ суратда намоён бўлмаса-да, баъзи бизгача етиб келган тарихий асарлардан маълум бўладики, Хоразм пойтахти Кўҳна Урганч Чингизхон босқинигача бўлган ва кўркам шаҳар пайтида унинг аҳолиси ичида мусиқани ўзларига бир ҳунар ва касб айлаган кишилар кўп бўлган. Улар шу касб орқасида ўз оилаларини тебратганлар. Мазкур асарларда муболағадай кўрсатиладики, КўҳнаУрганч шаҳрида дутор созина эшак (хуррак) йўниб (ясаб, тузатиб) сотиб, шу ҳунарлари орқали оила боққан кишиларнинг миқдори бир мигга етишганлиги таърифланади [Ботир Матякубов 2014:14].

“Дутор” атамаси хусусидаги илк маълумот XV асрда яшаб ижод этган Зайнулобидин Ҳусайнийнинг “Қонуни илми ва амалии мусиқи”да тилга олинади. Аммо бу рисолада тавсифланган дутор ҳозирги дуторлардан бироз фарқ қилган, яъни, унинг дастаси кичикроқ бўлиб, торларнинг иккиси ҳам куй ҳосил қилишга мўлжалланган оҳангдор бўлган. Таъкидлаш жоизки, айрим мақола ва ўқув қўлланмаларда қуйидагича фикр илгари сурилмоқда: “у даврда мавжуд дуторлар ўн бир пардага асосланган ва кварта интервали оралиғида созланар эди”[Ж.К.Расултоев 1997] .

Дарвеш Али Чангий ўзининг “Рисолаи мусиқий”(XVIIаср) асарида дуторнинг ясалиши ҳақида қуйидагича маълумот беради: “Аксарият дуторлар тут ёғочдан ишланади, торлари эса ипакдан эшилади. Шунинг учун ҳам чолғунинг товуши ширадор ва майин, бу ҳол тут ва ипакнинг бир-бирига оҳангдошлиги, кўринмас ришталар билан боғлиқлиги ваниҳоят бир вужуднинг маҳсуллари эканлигининг натижасидир”[Рисолаи мусиқий].

Ўзбек тилининг изоҳли луғатида дутор сўзига қуйидагича изоҳ берилган: Дутор[ф-т] Дастаси узун, икки торли, чертиб чалинадиган музика асбоби [Ўзбек тилининг изоҳли луғати 1981:241].

Дутор бошқа чолғулардан зарбга бойлиги билан ажралиб туради. Чолғуда ижро этиш учун ўнг қўл панжалари ҳамда кўрсаткич ва бош бармоқлар иштирок этади. У якканавоз ҳамда жўрнавоз сифатида ансамбл ва оркестрларда қўлланилади.[Azatgul Tashmatova 2006:73]

Азатгул Ташматова дутор ҳақидаги маълумотида, ҳатто дуторнинг қандай ижро этишигача изоҳлаб ўтган.

Бугунги кунга келиб дутор чолғусига бўлган қизиқиш бутун дунё миқёсида ортиб бормоқда. Жумладан, XIX аср бошларида юртимизга келган этнограф Август Эйхгорн дутор чолғуси ҳақида бир қанча изланишлар олиб бориб, кўпгина маълумот қолдирди. Бундан ташқари, кўпгина мусиқашунослар юртимизга келиб дутор ижрочилигини ўрганиб кетишмоқда. Миллий мусиқа чолғуларига талаб кундан кунга ошиб бораётган экан, мусиқага оид икки тилли луғатларга ҳам талаб ошиб боради.

Ўзбек мусиқашунослигида, охирги юз йиллик давомида миллий чолғуларни ўрганишга бағишланган қатор илмий-амалий тадқиқотлар олиб борилган. Бундан ташқари, бир қатор ил-

мий мақолалар, бир чолғунинг тарихи ва ижрочилигига асосланган ўқув адабиётлари нашр этилган. Миллий мусиқа чолғулари тарихини ўрганиш, кечирган даврларни, бутун сабаблари билан очиш ва объектив илмий хулоса чиқариш яратилаётган луғатимизни янада бойитишга хизмат қилади.

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INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES: INFORMATION AND COMMUNICATION TECHNOLOGIES

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Annotation. *The article is devoted to information and communication technologies in education. Today, the topic of information technology in education is one of the most relevant, the second half of the twentieth century was a period of transition to an information society. Of particular interest to us are issues related to the use of information technology in education, since nowadays it becomes more and more difficult to satisfy the individual needs of students with the usual teaching methods.*

Key words: *technology, education, training, teaching methods, electronic libraries, information and communication technologies.*

One of the most affordable means in this case is the use of computer technology and the Internet. Means of information and computer technologies allow automating, and thereby simplifying the complex procedure that teachers of additional education and methodologists use when creating teaching aids. Thus, the presentation of various kinds of electronic textbooks, teaching aids on a computer has a number of important advantages. Firstly, it is the automation of both the process of creating such and storing data in any necessary form. Secondly, it is working with an almost unlimited amount of data. Thirdly, pupils of creative associations participate in the creation of these, acquiring many new skills for themselves and thereby benefiting not only themselves, but also the institution of additional education for students.

The possibility of using ICT in the educational process was considered in the articles by L.A. Malinova, K.E. Afanasyev, N.V. Novozhilova.

The use of the Internet gives access to various libraries, allows both students and teachers of additional education and methodologists to participate in videoconferences and discussions. The Internet allows all participants in the educational process to easily and quickly exchange information.

Networked communities of teachers have gained great popularity in recent years. Already, there are a large number of resources on the Internet, created and supported by students of institutions of additional education for students, as well as by teachers. Such projects develop independence, collectivism, dedication.

Thanks to the intensive development of the Internet, information has become more accessible and much more extensive. The Internet is an immense amount of information, the ability to communicate with people from different countries, thanks to the Internet; you can get answers to your questions almost instantly. Undoubtedly, the Internet has a huge potential for educational services.

Electronic newspapers and magazines are one of the types of educational services on the Internet. With the help of electronic newspapers and magazines, you can find out various news, interviews, events, announcements and other useful information about what is happening in the world.

Electronic libraries are complex information systems that most often provide access to catalogs of electronic libraries. There are also electronic libraries in which you can find the literature you are interested in in electronic form, electronic textbooks, encyclopedias, magazines, etc.

Modern society requires not only an information literate person, but also a creatively independent person. Therefore, it is necessary to develop the independence and creativity of students. This task can be realized by means of information technology, involving students in the creation of electronic textbooks for an educational institution.

The importance and necessity of introducing ICT into the learning process are noted by international experts in the "World Report on Communication and Information 1999-2000" prepared by UNESCO and published at the end of the last millennium by the "Business Press" agency. In the introduction to the report, UNESCO Director-General Federico Mayor writes that new technologies should contribute to "creating a better world in which everyone will benefit from the achievements of education, science and communication". ICTs affect all these areas, but, perhaps, the strongest positive impact they have on education, as "open up the possibility of completely new methods of teaching" [Vsemirnyj doklad YUNESKO po kommunikacii i informacii, 1999-2000].

An example of the successful implementation of ICT was the emergence of the Internet – a global computer network with its practically unlimited possibilities for collecting and storing information, transmitting it individually to each user [https://www.prodenka.ru].

The Internet quickly found application in science, education, communications, mass media, including television, in advertising, trade, and also in other spheres of human activity. The first steps in introducing the Internet into the education system showed its enormous potential for its development.

ICTs have an active influence on the process of teaching and educating a student, as they change the scheme of knowledge transfer and teaching methods. At the same time, the introduction of ICT into the education system not only affects educational technologies, but also introduces new ones into the education process. They are associated with the use of computers and telecommunications, special equipment, software and hardware, information processing systems. They are also associated with the creation of new tools for teaching and storing knowledge, which include electronic textbooks and multimedia; electronic libraries and archives, global educational networks; information retrieval and information reference systems, etc. ICT models are currently being developed, and some of them are successfully applied in the study of education systems.

"The use of information and communication technologies (ICT) in education contributes to the improvement of educational technologies, the emergence of new forms of e-learning and information support tools for a wide range of access to electronic educational resources using the Internet" [Tihonov, 2000: 95], "the emergence of a wide range of distance educational technologies" [Obrazovanie i XXI vek: Informacionnye i kommunikacionnye tekhnologii, 1999: 127].

ICTs have had a huge impact on language learning as well. Internet technologies are an essential part of ICT.The use of ICT in education causes significant changes in its organization, methods, forms. Many scientists consider e-learning to be a new educational paradigm, because ICTs claim to model the learning process in general.

The computer can be used at all stages: both in the preparation of a lesson and in the learning process: when explaining new material, consolidating, repeating, monitoring ZUN.

The main means of monitoring and evaluating the educational results of students in ICT are tests and test tasks, which allow for various types of control: input, intermediate, midterm and final. The purpose of the entrance control is to assess the initial readiness of the student in the subject, that is, the degree of his mastery of the knowledge required for the successful mastering of the course. Intermediate control is a test consisting of 5-10 compact tasks, implemented immediately after the studied material and designed for the rapid assessment of its assimilation. Milestone – is carried out on the basis of studying the topic, section of the course Final control is provided at the end of the course and covers its content as a whole. Its results serve as the basis for student certification. Tests can be carried out on-line and off-line [https://www.wikipedia.ru].

The advantages of using IT in school are that the efficiency of teaching students is increased by increasing the level of its individualization and differentiation, using additional motivational levers; new forms of interaction are organized in the learning process and changes in the content and nature of the teacher's and the trainer's activities; methods and technologies of selection and formation of the content of general secondary education are being improved; new specialized academic disciplines and areas of study related to informatics and information technologies are introduced and developed; changes are made in teaching most of the traditional school disciplines that are not directly related to computer science [Romanov, Toropcov, Grigorovich, 2000: 185]; the level of the student's activity increases, the development of the ability of alternative thinking, the formation of the ability to develop a strategy for finding solutions to both educational and practical problems; the acquisition of the ability to cognize the patterns of subject areas and the environment in an integration manner, in all interconnection and dependence; the ability to predict the results of the implementation of the decisions made on the basis of modeling the studied objects, phenomena, processes and relationships between them.

Thus, the disadvantages of using IT at school are that it minimizes the live communication between teachers and students, students, limited in the educational process, offering them communication in the form of a "dialogue with a computer"; the practice of social interaction and communication, individualism is reduced; the difficulty of transition from information circulating in the training system to independent professional actions, in other words, from a sign system as a form of knowledge representation on the pages of a textbook, a display screen, etc. to a system of practical actions that have a fundamentally different logic than the logic of organizing a system of signs; distraction of the student's attention in the learning process in connection with the colossal amounts of information presented by some means of informatization, such as electronic reference books, encyclopedias, Internet portals; a decrease in the effectiveness of teaching and educating students due to the use of information resources published on the Internet, the principle of saving energy is often triggered: ready-made projects, abstracts, reports and problem solutions borrowed from the Internet are already a familiar fact at school today; negative impact of excessive and unjustified use of informatization means on the health of all participants in the educational process.

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THE EFFECTS OF USING AUTHENTIC VIDEO MATERIALS IN TEACHING FOREIGN LANGUAGES

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Annotation. The article deals with the role and effects of using authentic video materials in teaching foreign languages. The main attention of the article is focused on the benefits and effects of using authentic video materials in teaching foreign languages, as well as the advantages of using videos at the English language lessons.

Key words: video materials,authentic,visual, audiovisual, teaching aids, demonstration, post-demonstration, communication.

Currently, there is a tendency for the active introduction of modern technical devices that allow information to be displayed on the screen, as a result of which video materials began to be considered as a special teaching method. Video materials are used in the lesson to present new material, control assimilation, as well as training videos allow you to repeat, summarize and systematize information in the lesson, therefore, it meets all didactic tasks. When using video materials, information is assimilated through visual perception, there are also such assimilation methods as inductive and deductive with varying degrees of independence of the cognitive activity of students. Video materials are visual audiovisual teaching aids. Teaching aids are aids, as are laboratory and excursion equipment. Through modern means of transmitting video materials, new opportunities are opening up for teachers, for example, it becomes possible in a more interesting form to indicate significantly important and complex places in the topic being studied. Audiovisual teaching aids are not only an additional source of knowledge, but can also partially act as the main method of teaching, as they contribute to the development of some mental processes, such as attention and memoryAlso, this teaching tool contributes to the effective overcoming of most pedagogical and didactic tasks and difficulties. Thus, videos are an important part of teaching tools, but despite this, there are only a small number of teaching aids and recommendations for teaching a foreign language by means of video equipment[Ilchenko E., 2003: 7]..

In addition, the use of video films contributes to the development of various aspects of the mental activity of students, such as attention and memory. While watching video materials, an atmosphere of joint cognitive activity arises. In such conditions, even the most inattentive learner becomes more serious. The use of various channels for obtaining information has a positive effect on the strength of memorizing linguistic and regional material[Sherman, J.2003: 67]..

The main goal of learning a foreign language, laid down in all regulatory documents governing the educational process in a foreign language, is to achieve students of a foreign language communicative competence in all types of speech activity, that is, the ability and willingness to carry out adequate speech and intercultural interaction with native speakers and representatives a different linguistic culture. In an artificial linguistic environment, achieving this goal is often difficult due to the significant remoteness of our country from all countries of the main studied foreign languages, the lack of constant speech practice, regular contacts with native speakers of the foreign language being studied. All this creates an artificial motivation for communication, which is very difficult to maintain throughout the entire period of learning a foreign language. And the extinction, first of all, of communicative motivation inevitably leads to a decrease in the quality of learning a foreign language as an academic discipline. Therefore, in the practice of teaching a foreign language, it is extremely important to compensate for the lack of real live communication in various ways. Authentic video materials are one of the most affordable and effective tools. Video materials mean any material (video film, video clip, video course, video program) that is to be demonstrated for educational purposes using video equipment.

Video recording is used in the process of teaching a foreign language to create dynamic visibility and operational audiovisual support in order to activate foreign language speech communication. Appropriate and methodologically competently organized use of video materials contributes to the creation of an atmosphere of real language communication, makes the process of mastering foreign language material more lively, interesting, problematic and emotional[Weyers, J. 1999:339.].

The use of video materials has plenty of advantages such as stimulating student's autonomy and proactivity. When teachers bring video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials[Kilickaya, F.,2004]. Therefore, they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters

In the process of watching videos in a foreign language in the classroom, such conditions are created when students enter into conversation, discussion.

Generally, video activities are divided into three main types or stages: pre-viewing. Before watching the video students do some activities. They help prompt student general idea and background knowledge; viewing: students perform tasks and activities while watching the video, with or without pausing the clip; post-viewing: after watching the video, students practice the language forms and vocabulary they came across in the video. Students discuss, retell, role-play and complete tasks at this stage.

There are some conditions that should be observed when using video resources: video material should correspond to the level of students' knowledge; visualization should be used moderately, it should be used gradually, and only in appropriate point of a lesson; watching videos should be organized so that students can see the material clearly; it's essential to highlight the essential points; think over in detail the explanations while watching a video; a video should be exactly matched to curricular material and correspond the topic under study.

In order to make the most effective use of video in the process of teaching foreign languages, it is necessary to emphasize the advantages of this training tool: availability of video; the possibility of a more active creative activity of the teacher; use of different operating modes; video materials are easily used for different types of work; individual, pair, group, collective; video equipment allows you to divide the whole movie into the required number of video segments depending on purpose; use of video makes the occupation more educational and effective; the use video makes it possible to develop speech activity, makes it possible in simple visual form to convey information to students; informative saturation; concentration of linguistic means; the use of movies in English classes introduces diversity in the language process, promotes the activation of students, increases interest in learning English.

Thus, we can conclude that video embedding in the process of teaching foreign languages helps to solve many tasks:

1. When working on a video clip, you can use all four types of communication activities: listening, speaking, reading and writing. Viewing authentic videos helps to create speech patterns that serve as a reference for speech activity and, thus, contribute to the development of speaking skills. The main focus is paid to listening, the most difficult aspect of learning a foreign language.

2. Using video in English lessons allows students to develop a linguistic guess and broaden their horizons. They have an opportunity to learn about history, traditions, customs and people of the country of the target language.

3. The video serves as an incentive to learn foreign languages. Learners are given the opportunity to apply and expand their knowledge on unfamiliar authentic material. When students realize that they are able to understand a foreign language authentic speech, they increase self-esteem and motivation to study the subject.

4. The use of video materials in the classroom increases the activity of students. When working with video, children get a lot a variety of information that helps a lot during subsequent work at the post-demonstration stage. Video support creates conditions for students to work independently.

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AUTONOMY AS A FACTOR FOR SUCCESSFUL ONLINE LEARNING ENVIRONMENT

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Annotation. This article discusses the emergence of term autonomous learning and its role in student education. The focus of the discussion is to articulate that online and technology enhanced learning has a pre requisite of self-directed learning, which in turn is central in learner autonomy development. Research was done with the students at different levels and academic staff at Westminster International university in Tashkent to explore understanding of learner autonomy and autonomous learning. The findings suggest that students have lack of understanding of the autonomous learning concept at the lower levels but seem to develop it throughout their studies at the university. Online emergency learning forced them to employ it at different levels but with different outcomes for students and staff. The conclusion prompts that institutions need to raise awareness of the autonomy among both staff and students and develop it in formal online education through teaching, learning and assessment.

Key words: Autonomous learning, technology enhanced learning, self - directed learning, online learning, independent learner.

The term autonomous learner started to appear in the literature in the 1980s, Holec (1981) defined it as “the ability to take charge of one’s own learning”. It is worth mentioning that the term was initially used in language learning, but Devi (2016) claims that the term of autonomy is not found only in the field of education, also it is found in the field of such as organizational management, feminist study, medicine and business. Many researchers developed the term and agreed that this is the natural tendency of human being to become independent learner throught their life, taking responcibility for own decisions and implementations of ways how they learn considering context, abilities and other factors. [Dickinson, 1987;Nunan, 1997]

There is a unified recognition of the importance of learner autonomy in education, but there is little consensus in terms of its definition. Nunan (1996) consider autonomy to be a relative term (Nunan, 1996), stating that autonomy is not a product ready made for use or merely a personal quality but a process [Benson, 2007:21]. It is argued that autonomous learning is achieved when certain conditions are obtained. These include psychological factors (e.g. learning strategies, motivation, and attitudes, etc.) on the part of the learner and also environmental factors like an appropriate task design, optimal learning environments, a political power structure, etc.[Hamilton, 2013; Oxford, 2008]. Other scholars acknowledge that autonomy “is learned at least partly through educational experiences [and

interventions]" [Candy, 1991: 115]. Benson (2001) offers arguably the most comprehensive definition of autonomy as "a multidimensional capacity that will take different forms for different individuals, and even for the same individual in different contexts or at different times" (p. 47).

Even if it is the natural tendency of any learner to be autonomous it still requires to develop the skill of being responcible for own learning throught the lifetime and more specifically during years of formal studies at school, university and professional studies. The concept assumes that student is at the center of the teaching and learning process, thus the pedagogy to shift from instruction oriented process towards more independent and self regulated learning.

COVID-19 pandemic in 2020 forced all institutions to move towards technology enhanced learning employing distance, blended and online teaching practices. Emergency remote teaching brought issues such as lack of communicationg, lack of social presence, lack of technology awareness in teaching and more importantly forced students towards self regulated learning, which has proven again that this is one of the critical factors in any online delivered studies in order to achieve succesful learning outcomes.

Online learning provides flexibility for learners to pace their own study [Chizmar & Walbert, 1999:248]. Flexible format of online cirriculum provides learners with the ability to plan their activities at the time and the place that are most convenient for them [Palloff & Pratt, 2001:175]. In a traditional setting time, place and schedule is arranged by the insitution and more controlled and monitored by the teacher, online learning provides more opportunities for the students to create their own learning environment [Song et al., 2004:59], and decide on their own learning pace and sequence [Chizmar & Walbert, 1999:248]. In a traditional face to face learning teacher can monitor if students are comprehending the concepts and theories through formative assessment, facial experessions and can take questions syncroniously, but in online setting monitoring the understanding lies on the shoulder of the learner and decision on when and how to seek assistance is also a learners responcibility. This brings as to the self regulation in the online leaerning environment, where students need to have a high level of self-direction to succeed in online learning environment [Shapley, 2000:43].

As a part of research on Autonomous Learner at WIUT following research objectives were fulfilled:

- How students and academic staff understand "autonomous learner" concept
- Do students consider themselves autonomous?

183 students submitted their responses, all of them were first year students, coming from different schools and lyceums of the Uzbekistan. 38% of them were female and 62% – male. 78% of respondents had Uzbek as their home language. Only 2 % of students mentioned that they understand the term autonomous learner as the one who can **control** own learning, "creative problem solver, creative and flexible" was a response from 1,8 % of students. 15% of students put that it meant for them learning by themselves, one mentioned "learning by myself without relying on tutor", one student mentioned "self-efficacy". 7% described it as **independent** learning or independent working; 27% mentioned **self - study** as explanation of the term and interestingly these students believe that they are more autonomous than not, 11% of students revealed that they do not know what the term means, and those are students answered "No" to question about them being an autonomous learner. Some other answers include: *"learning without stop", "doing project by yourself", "blind learning", "study with active practice", "online learning", "when you learn even if you do not know what you are learning"*, interestingly more than 5% of students mention "*freedom"* to learn. Only 34% of respondents believe they are autonomous learners. And more than 30% believed that for them this is accurate **follow** of the teacher instructions.

If we turn to academic staff members with whom there was 6 focus groups organised, and question was about comparing how autonomous or not students of today comparing to at least 10 years ago, those who are expreinced teachers with more than 5 years of teaching experience belive that:

"I think that some students of today are more autonomous - independent, creative and more open minded. 10 years ago I could observe more dependency on the tutor/facilitator. "

"They know their rights but not responsibilities. Todays students are less autonomous."

"Students are buying and selling CWs, they do not care to come for presentation. Students got too comfortable with cheating, the whole standard of putting the efforts put into the Coursework changed significantly. The capability wise they might be similar, but they have other external factors influencing it like marriage, job and etc."

Below are the answers from teachers with less than 5 years of teaching experience:

"I think the biggest difference is than we were a students there was more responsibility, now they are relaxed, education is not so important, it is about socializing and having a good time. Teacher must make them responsible, but I am thinking now there must be an external factor."

"Todays generation they are more to use technology. When we were students it was interesting for us, tools just appeared, we did not have many courses or internet, ebooks and sources we can get access easily. We were eager to read textbook, handouts. I tried to improve my knowledge through whever was accessible. If teachers used something new – game, TV, short videos and etc. it was rally interesting for us, we were engaged. But now atmosphere changed, students now expecting something which is new for them, but internet made a lot of things available, so interest changed. It makes our job difficult, to raise the interest of student to study."

"We had more teacher centered methods and our respect was high. Our teaching methods more focused on learners, their attitude is different. They can ask any questions, we were thinking before asking a teacher question. We went to library every time, when our teacher distribute handout we would appreciate it, now they leave it on the table and leave. They expect from us to use technology during the class, it is really a burden to teacher to engage them during the class."

We can see that the more experienced teachers believe that students are becoming less autonomous but at the same time independent and know their rights but less concerned with the originality of the work they produce, whereas less experienced teachers realise the role of technology and how it forces students to be more autonomous. Both groups are concerned with the motivation of student. And motivation is a crucial factor in learning, according to Masgoret and Garder (2003), a motivated learner "expends effort, is persistent and attentive to the task at hand, has goals, desires, and aspirations, enjoys the activity, makes attributions concerning success and/or failure, is aroused, and makes use of strategies to aid in achieving goals."

It was also interesting to ask last year students the question of how they understand the term, and here are some responses:

"Who can reach the goal. When we are given a coursework I always state myself a goal – how coursework should look like, and it helps me to work on it. So I have my own way of reaching the goal."

"Self-studying."

"Time management."

"We need motivation. Self motivation. It depends on the person. There are people who cant motivate themselves. Parents, friends, mentors can motivate you as well."

"Motivation from inside. it long lasting. External motivation should cause internal motivation."

Obviously students by the end of their studies do realise the importance of autonomy. We can conclude that students as well concerned with motivational factor, which some of them belive lies within the learner.

It is worth to mention that all students belived that pandemic situation and emergency online learning made all of them more independent and forced them to look for different ways to find an information which will be suitable for them, as well as taught them to manage their time better, improved skills on finding right information and do independent research without relying on anyone.

It is clear from above findings that there is no consensus in understanding the term autonomous learner between students and academic staff. Although students realise that there is a need for autonomy as well as teachers are hungry for more independent learners. Obviously students are looking for a "freedom" during their studies and with more focus shift towards student centered learning they are

going towards this freedom but if responcibly it might lead them to developing their autonomy.

How we as academics can address the issue of raising and developing autonomous learners? First of all referring to previous research all learners must understand the aims of their courses, so to make a clear picture of what and why they are studying. Breen and Candlin (1980: 95) comment: However vague a learner's initial interpretation [of the demands of the target repertoire and its underlying competence] may be, he is not going to learn anything unless he has an idea of what he is trying to achieve. So it is our task to help them to understand the aims of the course and help them to articulate their own goals and ways to achieve those.

Learners ability to reflect critically on own progress comes as a next ingridient of autonomous learner. So we need to foster this process through how we teach and assess in our courses by using authentic assessment which requires students to reflect and think critically. [Cotterall, 2000:109] And last but not the least there is a need to raise awareness about learner autonomy concept clearly starting from the school and continually foster it at higher education institutions not only for students but for staff as well. Pandemic situation is still there and education need to take a lessons learned and can not just simply go back to traditional setting. With digitalisation of every industry education need to change as well, and for successful use and implementation of technology enhanced learning we need to develop sense of ownership in our students, so that they can take full responcibility for their studies and develop into life long learners.

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MODERN EDUCATIONAL TECHNOLOGIES IN THE STUDY OF ENGLISH

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Аннотация: В данной статье рассмотрен коммуникативный метод при обучении иностранного языка и использование информационно-коммуникационных технологии для развития коммуникативных способностей.

Ключевые слова: информационно-коммуникационные технологии, Педагогическая технология, язык, коммуникация, метод.

Annotation: This article discusses the communicative method in teaching a foreign language and the use of information and communication technologies for the development of communication skills.

Keywords: information and communication technologies, Pedagogical technology, language, communication, method.

With the development of technology, new opportunities for learning languages have appeared, changed requirements for the level of language proficiency, determined new approaches to the selection of content and organization of material. The usual method of teaching through reading and translating texts, studying grammar and performing exercises has lost its meaning, while it has been replaced by a more effective method of learning a foreign language – communicative.

Pedagogical (educational) technology – a well-thought-out model of joint educational and pedagogical activities for the design, organization and conduct of the educational process with the provision of comfortable conditions for students and teachers. Pedagogical technology involves the implementation of the idea of full controllability of the educational process [Akhmetshina, 2018:142] Modern educational technologies include:

– developing learning;
– problem-based learning;
– multi-level training;
– collective training system;
– technology for studying inventive tasks (TRIZ) – - research methods in teaching; - project methods of teaching;
– the technology of using game methods in training: role-playing, business and other types of educational games;
– training in collaboration (team, group work);
– information and communication technologies, etc.;

To speak a foreign language, students need to have a vocabulary. When learning a foreign language, it is very important to have a lexical base. After all, the more lexical units are studied, the easier it becomes to communicate in the language being studied [Arutyunova, 2015:2].

In order for the student to memorize the new vocabulary, you can use the traditional technique. So, the teacher prepares the cards and divides the group into two teams. The student pulls out a card and explains the meaning of this word in a foreign language, while the student from the second team must guess and guess what this word is. Thus, there is both memorization of a new word, and communication in the language being studied.

It is worth noting that the use of Internet technology in teaching English gives more chances to achieve the goal. There are many websites, channels,and blogs for learning a foreign language.

According to Arutyunov T. S. using the Microsoft Power Point program can help students memorize words for example:

The teacher shows pictures of objects on the slides. The student who calls this word, in English, gets one point. Or, the teacher shows an explanation of new words in a foreign language on slides, and assigns one point for each guessed word. Who gets more points (points) wins (you can put a rating for this). Thanks to the competitive spirit, students will learn words better at home and prepare for classes [2, 3-4]..

Tasks prepared by the teacher, in the form of a presentation, allow you to deepen and consolidate the knowledge gained earlier in the course of a regular lesson.

ICT teaching in English lessons is an effective pedagogical tool for studying foreign language culture and developing communication skills. It should be noted that the use of ICT accelerates the learning process, increases the interest of students in the subject, improves the quality of learning, allows you to individualize the learning process and make it possible to avoid the subjectivity of the assessment. Foreign language lessons with the use of ICT are characterized by diversity, increased interest of students in a foreign language, and efficiency.

To improve students ' perception of foreign speech by ear, you can organize viewing of various video materials (films, TV series, talk shows, interviews) - both adapted and original (based on the level of training of students).

This stage includes preparation for the film screening, namely, language difficulties are removed, new words are introduced and fixed, conversational formulas that are unusual for students are analyzed, and linguistic and cultural realities are analyzed. Video materials should include subtitles so that the student can read and memorize the pronunciation of words. It helps to develop the student's visual and auditory memory.

The use of information technologies in English lessons helps to implement a personality-oriented approach to learning, provides individualization and differentiation of learning, taking into account the abilities of children, their level of learning.

The modern educational paradigm, which is based on computer-based learning tools, takes as a basis not the transfer of ready-made knowledge, skills and abilities to schoolchildren, but the instilling of self-education skills in the student. At the same time, the work of students in the classroom is in the nature of communication with the teacher, mediated through interactive computer programs and audio-visual means.

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

electronic textbooks and manuals demonstrated using a computer and a multimedia projector

electronic encyclopedias and reference books

simulators and testing programs

educational Internet resources

The possibilities of using Internet resources are huge. The global Internet network creates conditions for obtaining any necessary information for students and teachers located anywhere in the world: country-specific material, news from the life of young people, articles from newspapers and magazines, etc.

The technology of using computer programs-Computer technology, undoubtedly, helps to live in the modern world in step with the times. At the same time, it is difficult to overestimate their importance in the process of informatization of the education system, in particular, in the study of foreign languages.

Textbooks turn into a multifunctional complex-electronic textbooks, where the presentation of the material (visualization in pictures, tables, clips, music fragments), in addition to text material, makes it possible to present students not a piece of a topic, but an interactive lesson. Electronic dictionaries are of great help in learning a foreign language.

Information technologies are constantly changing, which expands the choice of electronic publications. At the same time, it is important to understand the relationship between electronic publications in education and printing, they will always complement each other.

Currently, there are many interesting training programs.

So when teaching foreign languages, there is a program that gives a transcription of the entered word or text. It is relevant at all stages of training and will help you save time, give you the opportunity to train. Programs for practicing pronunciation will also help - one of them records the voice and turns it into a certain curve, this helps to compare your pronunciation with the pronunciation of the speaker, to simulate intonation. The program for practicing grammar will help you learn the grammatical phenomena of the language. In addition, there are programs for virtual communication over the Internet. Here we can talk about various types of messengers, Internet telephony, etc. It should be noted that many programs work in feedback mode: until the student pronounces correctly, the task is not completed. It is valuable that training computer programs can be adaptive, i.e. adjusted depending on the results of the previous task.

At the same time, it is important to remember that it is difficult for the student to navigate through the variety of training programs, and it is the teacher who helps to choose the rationally correct one, its section for effective learning. And it is very important that a communicative-competent teacher should always be able to search, for example, for the necessary information in the Internet, process this material, structure, model, depending on the goals, because we should not forget that one of the tasks of a foreign language teacher is also the formation of communicative competence, which helps to form socio-cultural competence. Therefore, today a foreign language teacher should be able to navigate well in a huge number of multimedia textbooks and Internet resources that ensure the mastery of a foreign language in unity with the culture of its native speakers, facilitate the work of its teachers and increase the effectiveness of teaching.

Another most effective method for learning English is the SKYPE platform. This training can be described as a dialogue between a teacher and a student. The advantage of this program is that the teacher can help the student to correct grammatical and phonetic errors. In addition, it will be easier for the student to imitate.

Thus, summing up, we can conclude that modern learning technologies, information technologies can develop students ‘communication abilities, develop students’ activity and thinking, self-learning abilities, and increase students ‘ motivation to learn a foreign language.

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THE USE OF DISCUSSIONS IN THE EFL CLASSROOM

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Annotation: This article analyzes "discussion" as one of the speaking activities of teaching EFL, its advantages and challanges encountered during the class. Some useful suggestions are given not only for English language learners to improve their speaking skills but also for English language teachers to improve their skills in order to present them effectively in a congenial atmosphere.

Key words: speaking, speaking activities, discussion, discussion method, problems and solutions.

Introduction

Teaching speaking is not easy. To reach a success teacher have the responsibility to be aware methodology as well as learners culture, learning style, interest ect. Productive lessons give good results.In speaking skills, it is not only vocabulary but also grammar competence plays a vital role to convey the meaning appropriate to the context. So, the main important thing that the learners have to do is to combine words, phrases, sentences, etc. correctly to communicate. It is true in the words of Littlewood (1981: 6), "The learner must attain as high degree as possible of linguistic repertoire"

There are different methods, strategies and activities of teaching speaking.The English language teachers need to implement various innovative activities in the classroom in the process of teaching speaking skills. These activities enhance the speaking skills of learners and help them in their personal as well as professional development.Utilising speaking activities during the class is really helpful . However they may cause some challanges for a teacher to overcome. One of the speaking activity is discussion. Teaching discussion in an EFL class is an uphill battle. There are many ways in which student discussions can break down, and teachers have probably all, at one time or another, encountered most of them. However discussion is, and will remain, a very popular and important classroom activity for learners. There are many kinds of discussions (brainstorming, exchanging opinions, and problem-solving, to name a few) but for sake of brevity, this paper focuses on discussion as involving the exchange of opinions. Discussion is known not only as an teaching activity but also it is found to be one of the teaching method of EFL.

'Discussions' or 'Group Discussions' are one among the best ways of speech presentation and it is considered as an interesting form of oral practice in the English classroom. Generally speaking, 'discussion' could be considered an activity which involves written or oral expression of different points of view in a given situation. Also, Brookfield and Preskill (2005: 6) define it as "an alternately serious and playful effort by a group of two or more to share views and engage in mutual and reciprocal critique" .Proper discussion would assist learner participants to reach a critically informed understanding of the topic, self-awareness and capacity for self-critique, appreciation of diversity, and informed action (Applebee et al., 2003; Parker, 2003).

The discussion process, the teachers have to divide the whole class into smaller groups where the learners have to deal with the same or different problems or questions.The teacher as the discussion leader must provide with appropriate environment which facilitates learners to improve language skills, broaden their outlook as well. Participation in a class discussion can be voluntary to avoid embarrassment of shy or introvert participants and would be achieved by creating a supportive climate (Rotenberg, (2010).

According to Thornbury (1998: 102), "Many teachers would agree that the best discussions in class are those that arise spontaneously either because of something personal that a learner reports or because of a topic or a text in the course book triggers some debate". Discussions play a very valuable role in seminars, lecture courses, studios, labs, quiz sessions and a variety of other settings. A well-planned and well-prepared discussion not only encourages the learners and stimulate their learning but

also adds variety to the English classroom. Discussion activities can help to improve commonicative skills and critical thinking. Because in the process of discussions, learners use the target language, to use the language they must have the idea to deliver then they use their problem-solving and thinking skills automatically.

Using discussion activities during the lesson is really productive and the activities have several advantages. However it may sometimes pose problems.

Merits of discussion activities:

• It is interactive.
• It enables learners to improve their group and teamwork skills.
• It teaches students to speak in a group.
• It helps students articulate ideas.
• It is a change from traditional learning methods.
• They will learn to evaluate others' opinions.
• Encourages all students to speak
• It enables teachers to be aware of learners capabilities and weaknesses.

Problems

• It can cause conflict within the class if opposing opinions are given.
• The learners don't have the language knowledge to say what they want to say.
• Learners don't prepare for discussions in class.
• Learners do not appear to have any opinions.
• Some learners will dominate the conversation
• Insecure learners may have a difficult time speaking up.
• This will be harder for the non auditory learners to absorb

Possible Solutions

1. To get students to speak up divide them into two lines, one against each wall at opposite sides of the room. Assign one half of the students something to read and have their partner opposite them repeat exactly what they say. Insist that they need to get the repetition exactly right before moving on. If you really want to get them going, add some noisy background music. Variations of this activity can be used in discussions as well (moving student apart some distance and/or adding background music.)

2. It is obvious that in the EFL classrooms most learners avoid speaking and prefer to be silent for different reasons.Our responsibility as a teacher is to point their silences are worse then their broken language. The point that some mistakes are acceptable most importantly , they must give their opinions finding new way of delivering it despite of incomplate grammar and vocabulary.

3.It is a best way to make some awards(chocolates, sweets) which is given to active participants of discussion. It entourages learners.

4. Give more time to your learners to prapare for acdiscussion and compile opinions earlier. May be you can give the discussion topics for the next lesson. This can help even non auditory learners to participate.

The discussion method could be one of the available teaching methods utilised by university lecturers (McKeachie & Svinicki, 2006) to promote learning. However, the dynamics of the discussion technique may not be realized by most of these lecturers (Forrester-Jones, 2003). Research on the efficiency of group discussion methods has shown that team learning and student-led discussions produce favorable student performance outcomes, and foster greater participation, self-confidence and leadership ability (Perkins & Saris, 2001; Yoder & Hochevar, 2005).

In conclusion, it is clear that discussion activities are widely used not only secondary schools but they are also important in higher education. I gives many opportunities to teacher and learners. Discussion as a method improves students' ability to think and could be more tempting to learning than mere listening to a lecture. It may also assist in fostering intellectual growth, individual expression andcharacter development. It offers students opportunities to exchange thoughts and views with each other and heightens language proficiency through constant reinforcement and use.

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DOUBLE WORDS IN GERMAN AND UZBEK BASED ON MODERN TECHNOLOGIES

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Abstract: The present work provides a quick insight into the problem of phraseology in its theoretical part, briefly dealing with its definition, its main features and the classification of phraseologisms. I pay more attention to the characteristics of the considered word pairs, where I mainly follow the terminology, partial classification and the syntactic and semantic structure. The practical part includes the corpus of the German formulas and their Czech equivalents

Keywords: word pairs, phraseology, linguists, twin formulas, dictionary.

As the phraseology began to be studied in German linguistics, the question of classification and systematization of phraseological units began to rise. German linguists have classified phrases based on different approaches. For example, M. Stepanova and I Chernyshova have classically and semantically classified phrases. Theo Shippan also distinguished two types of phraseology, namely the phraseological integrity and stable compounds. Another linguist, William Fick, compares phrases with free speech, distinguishing between the two types of verbs. Hence, linguistic scholars have tried to study various aspects of phraseology.

Like all other fields, phraseology has its own subject of study. The study of phraseology, in turn, is so complex and unique that it provides new sources for the development of the above-mentioned linguistic disciplines.

It has already been shown that phraseology is a major theme in German linguistics. First and foremost, the discussion raises the question of classification. Phraseological systems do not have a specific system of structural types and elements of affixes, as in word formation.

In German, a pair of words is also a phraseology.In linguistics, some scholars have included a couple of words as phraseological units. He has been researched in many languages, including VV Vinagradov in Russian by I. Chernesheva, V. Flaysher, A. Lenkova and A. Iskos, and in Uzbek by Hojiev.

In their theories, these scholars regard the double word as a phraseological unit. The main feature and feature of the pair words is the functional stylistic color. The problem of double words in two German and Uzbek languages has not yet been studied.

Many phraseological scholars have used different terms in their scientific works in relation to double words. In German, these phraseological units are called Paarformel, Wortpaar, Binomiale, Zwillingsformeln, Sprichtwörtliche Formeln, Wortgeschwister, Doppelungen, Formelhafte Wendungen.

A. Iskos and A. Lenkova use the terms „Zwillingsformeln“, „sprichtwörtliche Formeln“ and „Wortpaare“ in their book „Lesestoffe zur deutschen Lexikologie“.

Wernfried Hofmeister used the term „Wortpaar“ and „Binomiale“ in the book „Sammlung der gebräuchlichen Zwillingsformeln in der deutschen Gegenwartssprache“.

E.H. Assenine also used the term „Wortpaare“ in his research paper, and I. Brandsh the term „Paarformeln“ as a phraseological unit.

In his book „Double Words in German and Uzbek“ by Sh.S.Imyaminova, „Today, double words are used in several languages and do not have a specific name in German. Therefore, the terms „Wortpaare“ and „Zwillinfsformeln“ are more commonly used in German. Different views on the meaning and similarity of the double and repetitive words, as well as the terminology, and the relationship between these two sets of words and their relation .

When it comes to the grammatical composition of a pair of words, it is not a compound or derivative of the components of a pair of words, but rather a combination of one or two components of affixes common to both components of a pair of words. is understood. It is advisable to classify pairs of words to more precisely analyze them. For example: fix unf fertig (fam). We define the first component fix (X), the second component fertig (Y). Let’s put together a pair of word binders, with the word uder. As a result, the X scheme is generated. The pair of words formed from the verbs in general - Verb (B), the nouns consisting of nouns (Substantive (C), the double words formed from adjectives - Adjective (A), two we will label the two words that are formed by the adverb - Adverb (Adv). The following formula is derived from:

The pair also deals with the terms that are related to the nouns of the nouns. A pair of nouns is not only used with a few prepositions, but also contains a pair of words that come with all prepositions. For example. mit Haut und Harr, von Gift und Galle and others.

Predogs are always preceded by a pair of nouns. However, in German, the quality, progress, and pronunciation are less common in the categories of the word.

In the Uzbek language, the adjective consists of antonym. Many adjectives come from additives. For example, patience and suffering. With the suffixes such as:

Taking a closer look at the meaning of a pair of words, because German pronunciation plays a key role in the pairing of words in German, while the Uzbek language is not a prlog, it is the root of the double words. The adjectives formed by the addition of affixes distinguish the differences between the two words.

If we stop the problem of double word formation in German, there will be no new word formation in double word formation. They cannot be a combination of words. E. Agricola about the couple words “The pair words are always two similar words. They are words that relate to each other”.

Many of our scholars divide pairs of words into two groups, that is, pure words and duplicate words. In another group of researchers, we describe double and repeated words as different categories of words that have common characters, and propose to separate them into separate groups. According to V.Reshetov and U. Tursunov, the double words are a separate group and the repeated words are in the combined words. In the Uzbek language, Professor A. Hojiev, who has done a particularly

interesting study of double words, argues that it is not possible to use the term «joint word» in general for double and joint words. clicks. In his view, «double words are two pairs of words, which are formed by the interrelation of two independent lexical or lexical content and the generalization and the general meaning.» The distance between the pair words is very close. As an example; *good or bad, orchards and more.*

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Linguist F. Zeller explained that the two words are usually bound by an underscore (or) linker and sometimes with an oder (or) linker. For example:

es geht alles drunter und drüber (umg)

es herrscht Unordnung; grosses Durcheinander sein.

After studying the phraseologisms in German linguistics, the question of classifying and systematizing the phrasemological units began to arise. Scientists of German linguistics classify the phraseologisms using different approaches. For example, M. Stepanova and Chernyshyova have classical and semantically classified phraseologists. Theo Shippan also distinguished two types of phraseologisms, namely phraseological integrity and stable connections. Another linguist, U. Fick, compares the two types of Frazeologismen with the free expression, the meaning of verbs or the incompatibility of verbs. So linguists have tried to learn different aspects of the phraseologism.

As in all areas, phraseology has its own theme. In turn, the topic of phraseology is so complex and unique that it creates new sources for the development of the linguistics mentioned above while studying.

There are already indications that grammar is the main subject of the German language. First, the classification problem is discussed. There is no separate system of structure types and processing elements (phrasals) as used in phraseologism.

Both German words are also phraseologisms. In linguistics, some scholars have inserted a double word into the phraseological units. Studied in many languages, including Russian V.V. Vinagradov, in Russian at I.I.Chernesheva, V. Flaysher, A. Lenkova and A. Iskos and in the Uzbek language at Hojiev.

In their theories, these scientists say that words are a phraseology unit. The main aspect of both words is the functional stylistic coloring. The problem of double-words in two non-German and Uzbek languages has not yet been investigated.

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MODERN METHODS USED IN TEACHING ENGLISH LANGUAGE AS A STRUCTURE

BOTIROV B.B.

Abstract: The given article describes Modern Methods of Teaching Englishand how curriculum, subject, matter, and methodology should differ from the familiar norms developed in the past.The authors advise some types of teaching in use, not to go down interest to foreign language. As there written in the article, by these methods we can make all students to participate in lesson and teacher can help every student due to his or her demands.

Key words: issue,curricular,methodology, process,self studying

The growing interest in many parts of the world in Modern Methods of Teaching English brings with it the question of how it should be done – how curriculum, subject, matter, and methodology should differ from the familiar norms developed in the past. A lot has been written on traditional teaching English, and until recently, the demand for the information on Modern Methods of Teaching English has been limited. Nowadays many books and articles are written to attract attention to this point. In planning curricular and methods it has been suggested that an understanding of Students and their needs, interest, abilities, likes, dislikes, and developmental status should take precedence over other considerations. By using modern pedagogical and technological methods, and by the way introducing leading styles of teaching, teach growing generations, the system of speaking easily in these languages can be developed fully. We advise some types of teaching in use, not to go down interest to foreign language. For instance: 1. Dialogical speech- in this way students have a talk each other by creative approach. “Modern Methodology of Teaching English puts Speaking in Dialogues in the first place for developing speaking skills. These skills can be trained with various teaching aids, including texts of fiction. Such dialogues give an opportunity to avoid traditional rendering of the texts and turn them into living English speech”. More than that, all the vocabulary is remembered much better. In dialogues, students train in fluency, quick reaction, acting skills and, of course, grammatical correctness. 2. Student reads the text himself and tells the meaning. Reading is interactive. Reading short stories, novels and other literary works written by famous Uzbek, English and American writers is very important in language learning. As a teacher of English you may apply a variety of reading strategies, analyze literary elements use a variety of strategies to read unfamiliar words and build vocabulary,

prepare, organize, and present literary interpretations. 3. Understanding by listening - by these way students can improve speech skills. Listening is a receptive form of speech activity. Comprehension of speech while listening mainly based on auditory feelings. By perceiving, reproduce what we hear, in the form of inwardly speech. Listening comprehension is impossible without working of speech motor analyzer. Of course internal speaking requires ability to speak in this language. Understanding of sounding speech, in the moment of comprehension, is accompanied by intellectual activity, which includes recognizing of speech means and interpretation of the content. Students speak mainly in foreign language during the lesson, translation of unclear words aren't told instantly, but they try to realize them with mimics. students are divided into small groups and they use these methods: "work out discussions", "speak own opinion", "realize together". make opportunities to students to think and speak minds freely, and their mistakes aren't corrected instantly, but after student speaking they are discussed together. different grammar, phonetic and other types of games are organized. In this way roles are shared with students due to their knowledge. retell the text, variety pictures and watching short films and discussing them together, listening to news about theme and trying to realize them. Moreover there are some methods to improve learning foreign language. Lessons are fully taught in English language based on all experiences, which are needed for lessons. That is to say students begin to understand by reading, by listening, practice of writing, improve speech and others. Students are become focal point of lessons, not teachers. The teacher only helps student to get knowledge. In this way the possibility of self studying is got well. When lessons aren't traditional, tasks are divided into couple or small group of students due to the type of it, students work in groups or individually. For instance, at the beginning of lesson teacher makes planand shares news with students. Each student participates in this planand shares news with each others. As a result mutual exchanging of knowledge is appeared and all students get to know the theme. Some exercises are done by couple or group of students. For working in the group students are given such tasks: organize debates, debate the theme with playing roles, work with high techs. To work in couple they are given dialogues, grammar materials, and also reading. By these methods we can make all students to participate in lesson and teacher can help every student due to his or her demands. We wanted to speak that the main thing in learning language is attracting students, that is to say they need motivation. It is necessary to keep activeness of student during and after lessons.. Good doses of such activities as Project Work, Development of Dialogues, Speech skills, Group\Pair work, Whole –Class Activities, Motivating Learners, Different Games, Role-play and Physical Activities become essential in Modern Teaching. Today teachers are facing to the following fact: The language teachers need both models and tools. In addition to the essential theory, aims and goals – the vision or pattern of what is to be created – they must gain through study, reflection, trial and error, and experience, the necessary expertise in using the tools essential to success in their craft. They must give serious thought to how they may lift their work to higher levels of usefulness and joy. Modern Methods of Teaching English can be both challenging and demanding for teachers and students; they can also be very stimulating and rewarding. Moreover, the necessity to improve the level of education at high institutional levels is obvious nowadays. We are deeply convinced that creating collaborative atmosphere in the classroom, intellectual and informational approaches in teaching, teaching students to derive generalizations, deductive conclusion as well as developing debating abilities and individual study. It's important to provide every opportunity to expand and enhance the range of activities throughout life.

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LINGUISTIC AND LEXICAL FEATURES OF MASS MEDIA TERMS

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O‘ZDJTU o‘qituvchisi

Annotation. The article specifically deals with the issues of linguistic and lexical features of terms and borrowings of mass media and journalism. On top of that, the article can be helpful for translation and pedagogical uses as it addresses semantic and lexical issues with teachers involved.

Keywords: Mass media, press, terminological genesis, terminology, legal system, nomenclature.

The influence of the mass of information primarily explained by the broad public attention. At the same time, telling the media workers professionalknowledge and skills to be able to wield.

The media – press, radio, film, television and other advertising media. Masscommunication science (specializing in the media) designed to transfer. The reason

for sending information form sentences (motivated), speech level, it will build,then foreign speech sounds to express the values (coding). When receiving thesignal, it determines the content of the line and re-coding. It needs, and that is thereason for him to form sentences, sentences exchange will occur. Thus, the senderand the recipient change jobs, but the communicative act scheme remainunchanged. Mass communications needs of every type of society it came to swimwith regard only to specific linguistic features.

Term abounds with linguistic units, which have features for investigation. Itis known that press language is difficult for comprehension and rightinterpretation. Not knowing specific features of press language of the Englishlanguage reader does not receive information, although newspaper is the importantmeans receiving information. If the language instructor works with the newspaperat a more advanced level one of his duties is to draw his/her learners‟ attention tothe fact that media reporting has a style and a language of its own [Galperin,1977,87].

Language as a social phenomenon which is associated with the life ofpeople, and enriches. Therefore, any change in the society, first of all, reflected inthe language. Changes in the language of the regulation, in general, the languageon the right track to ensure the development of the science of linguistics majorconcern.

At the moment the public through the mass media news quickly andoperational opportunities to be heard. How the information is taken, it is,nevertheless, expressed through language.

Each individual country will have a solid legal system and publicpolicy. These are the social life of the country the means to find and develop.Media - a new reality, which is located in the center of modern linguisticprocesses. He is the national language from the time of the current model, whichinteract with the fields of literary and permanent position. In such circumstancesthe means of media in a variety of language that allows you to interact with oneanother into its own ground, we can say that. Absorbent and absorbing theimportance of social media to the nature of the subject and shows as well as thesocial meanings of the evaluation includes all the linguistic tools. In terms of themedia is also one of the linguistic research. Media formation and development ofthe terminology associated with them directly. Media: press, radio, television andthe Internet. Their functions in connection with the functions performed.

XX century left a deep trace in the history of science and technology as anadvanced stage. The twenty-first century is expected to be in the high-tech age.Infact, with the development of science and technology, those concepts were notknown before. This process of linguistic concepts such before the move, and theterms of our new range of tasks, such as editing have evolved. It is the fastdevelopment of science and technology in science led to the formation of a newsubject terminology. Science, linguistics, logic, semiotics, computer science andother disciplines connected anywhere, Pokachalov noted that several stages ofdevelopment. These steps terminology lexicology as to their methods of formation[Leychik,1989,6].

Nomenclature and terminology of linguistic approaches - thematic sectionsof the media terminology communicative language consumer study of widely useddatabase lexeme expensive. Terminological units motivations of foreignresearchers, research in connection with the manufacturing process. Terms of productive ages and unproductive methods [Reformatskiy,1968,152].

Media term in the process of consumption, terminology understood what itmeans, it is simple enough to differ with aspects of how the word from insuringTherefore, the terminology, the term "nomenclature" as a synonym for the wordsor equivalent cases. So, we have our terminology, which is very close to theconcept of „bureaucracy‟ is a term defined in terms of functionality. Media termshave two languages (English and Uzbek) point of view, the Uzbek language mediahas analyzed termological genesis. Language source of information and bearing, but at the same time represent the accumulated knowledge and serve as the foundation necessary for the formation of a new one. As an information carrier of any particular language is seen as the king of social succession. It can apply the experience and knowledge of our ancestors and to create a new, based on the experiences of his thinking to win.

Because of its knowledge through the work of studying the language of secular

view of the change. Since the language for specific purposes - is primarily a language, it must have a certain vocabulary. Central unit of language is the word; interest in learning is not diminished. Regarding the lexical items, at the moment there is no consensus of researchers, but because there is no generally accepted classification of lexical means, their common characteristics and their typology. At present the totality of views on the issue of the special vocabulary:

1. First one make the views of those linguists who believe that the term must be unique, must have strict limits of its concepts and the use of knowledge in a particular industry. According to this view, the terms - rather small group of words in the vocabulary of the national language and having a restriction in its use. The terms speak only specialists and their meaning known only to a narrow circle of professionals;
2. The second group consists of the views of those linguists who believe that almost every word (especially - noun) can perform the function of the term that virtually every noun - is a member of a system of scientific knowledge. According to this view, it should be recognized polysemy and multifunctionality of words that make up the language of the national language;
3. The third group consists of the views of scientists who believe that the national language is constantly there are two different processes - terminologization in which the common word becomes a member of the terminological system, and determinologization, as a result of which the term is transferred [Patkhiddinov,2010,69].

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МЕТОД ФАСИЛИТАЦИИ, КАК ПРОФЕССИОНАЛЬНАЯ ОРГАНИЗАЦИЯ ПРОЦЕССА ГРУППОВОЙ РАБОТЫ

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Аннотация: В данной статье рассматривается эффективность технологии фасилитации в современном образовании. В ней также раскрыта сущность технологии и выявлены педагогические условия, способствующие повышению эффективности фасилитации. Выделены и охарактеризованы барьеры online общения, а наравне с этим и рекомендации, которые направлены на формирование умений и навыков стимулирования творческого самовыражения учащихся в процессеonline обучения.

Ключевые слова: фасилитация, фасилитатор, креативность, индивид, интернет, адаптация, эффективность.

Annotation: This article discusses the effectiveness of facilitation in modern education.

The pedagogical conditions that contribute to the improvement of facilitation efficiency are also revealed, and the essence of the technology is revealed. The scientific novelty of the research is the relevance of the use of facilitation technology. Barriers to online communication are highlighted and characterized, along with recommendations that are aimed at developing the ability to stimulate creative self-expression of students in the process of online learning.

Keywords: facilitation, facilitator, creativity, individual, Internet, adaptation, efficiency.

В обеспечении успешной адаптации студентов online обучения является технология фасилитации. Реализация данной технологии как средства ускорения усвоения способов и методов обучения возможно только при том случае, если преподаватели сумеют явно представить проблемы, которые возникают у студентов в процессе обучения, а помимо этого, следует учитывать и их внутренние качества и способности.

«Фасилитация» (от англ. «facilitate» – облегчать) – это специальные действия, направленные на организацию групповой работы; «фасилитатор - человек, организовывающий группу таким образом, чтобы она достигла стоящие перед ней цели»[6].

В условиях модернизации образования, создания нового типа университета, все большее внимание уделяется личности преподавателя, способного организовывать процесс обучения таким образом, когда создается доброжелательная атмосфера, инициативность, самостоятельность, не только накапливающих определенные знания, но способных создавать новые идеи и проекты, а также владеющие навыками применения их на практике.

В XX веке феномен фасилитации был определен как эффект, который возникает в результате групповой деятельности, повышает активность индивида в условиях группы и оказывает влияние на результативность решения тех или иных задач [1].

Проблема фасилитации преподавателя наиболее полно рассматривалась в зарубежной психологии К.Роджерсом, изучившим особенности личности, деятельности, общения и творчества преподавателя-фасилитатора и отмечавшего, что именно преподаватель-фасилитатор способен отвечать современным требованиям в потенциальных кадрах. Именно К.Роджерс вводит термин фасилитация учения, использует этот механизм на занятиях и считает его высокоэффективным. «... я рассматриваю фасилитацию учения как процесс, посредством которого мы можем и сами научиться жить, и способствовать развитию учащегося. Я считаю, что содействующий тип обучения предоставляет возможность находиться в изменяющемся процессе, пробовать, конструировать и находить гибкие ответы на те серьёзнейшие вопросы, которыми в наши дни

озабочено человечество» [6]. В его системе взглядов преподаватель сравнивается с терапевтом, помогающим личности найти в себе то положительное, что в нём уже развито. Он предлагал в своё время заменить название «учитель» «фасилитатором», т.к. эти две профессии стремятся создать доброжелательную атмосферу, зарядить обучающихся позитивным настроем, обеспечить им поддержку, а в процессе общения хотят получить удовлетворенность, раскованность.

Анализируя основные идеи К.Роджерса по проблеме фасилитации можно сказать, что данный феномен в педагогической деятельности проявляет себя в умении преподавателя выстраивать образовательный процесс так, чтобы на занятиях формировалась атмосфера психологической поддержки, благодаря которой у обучающихся повышается уровень учебной мотивации, ответственности, творчества, а также в целом происходит личностный рост обучающихся [5].

Вопрос фасилитации учения рассматривался такими учеными, как Ф.Робак, Д.Эспи, Р.Мэй, В.Франкл, Д.Бюдженталь, Д.Холт и других, в которых рассматривались вопросы условий фасилитации, особенности личности преподавателя-фасилитатора, пути и методы его профессиональной подготовки. Главная идея, объединяющая их взгляды, выражается в том, что обучение является средством личностного роста и обучающихся, и преподавателей. Д.Холт, рассматривая деятельность преподавателя, выделял именно такого преподавателя, который помогает обучающимся в их собственной учебной активности.

Технология фасилитации даёт возможность повышения эффективности процесса группового принятия решений; создания, поддерживания климата в группе; обеспечения обмена опытом между студентами, способствования их персональному развитию.

Наиболее важная на практике проблема неумение преподавателей быть со студентом, когда у того появляются сложности при адаптации к дистанционному обучению; отсутствие навыков учебной деятельности и недостаток знаний, депрессивное состояние, связанное с различными жизненными обстоятельствами, чувство неполноценности, безразличие, недостаточное осмысление жизненных ценностей и другие. Лишь малая часть преподавателей умеют предугадывать состояние студентов, в то время как основная часть считает, что студенты должны сами осваивать новый материал, находить выход из сложных ситуаций. Именно этот подход в большинстве случаев приводит к потере интереса к учёбе и апатии.

При дистанционном обучении же, эта проблема особенно становится актуальной, которую следует незамедлительно решить, так как online обучение вряд ли исчезнет из нашей жизни. В связи с этим, каждому преподавателю необходимо овладеть определенными элементами актёрского мастерства, так как online обучение происходит в режиме видеоконференций, видеоуроков, аповедение, мимика,голос,взгляд, жесты педагога должны соответствовать фасилитации.

Несомненно, преподавателям и студентам предстоит преодолеть нижеследующие барьеры online общения:

1. Речевое несовершенство (невыразительность, минимизация речевого запаса, некоторые стилистические ошибки).
2. Зажатость (студенты и преподаватели теряются, стесняются говорить, критически оценивают свой вид).

Для преодоления барьеров, рекомендуется создать учебную мотивацию в виде фраз: «Я рада видеть вас. Приглашаю вместе со мной постичь тему .... Мне очень хочется рассказать вам о ... . Я буду рада услышать ... . Мне ценно ваше мнение. Уверяю, что каждый из вас способен(а) ... . Вы превзошли мои ожидания».

Педагогфасилитатор должен обладать высокой чувствительностью и владеть навыками психолога, уметь предугадывать и чувствовать состояние студентов, распознавать смысл мимики и жестов, в результате чего ему легче будет оказать помощь или решить проблему. Рекомендуется использовать наглядность, мультимедийные презентации, при этом постоянно видеть студентов, выражение их лица и настроение.

Педагогфасилитатор, обладающий способностями импровизации, может поднимать настроение студентов, поддерживать всю группу, в результате чего поднимается мотивация обу-

чающихся. Главное в том, что фасилитация должна приносить удовлетворение самим преподавателям, обогащать их новыми позитивными эмоциями, обеспечивать их профессиональный компетентностный рост и личностное развитие.

Та поддержка, которую оказывает преподаватель, выполняет функцию защиты и помогает обучающимся преодолеть возможный страх или неуверенность при выполнении сложных учебных заданий, а также способствует формированию представлений, обучающихся об их месте в системе межличностных отношений в группе, т.е. утверждению психологического статуса обучающихся [2], [3].

При этом фасилитация, как процесс должна использоваться не только в системе высшего, но и начального или среднего образования, когда главными задачами становятся не только формирование у обучающихся определенного уровня знаний и навыков, но развитие креативного, инновационного мышления, умения создавать проекты будущего, а также развитие такой значимой в современном обществе психологической характеристики личности как социальный интеллект [4].

Очевидно, что именно преподаватель, который умеет создавать ту атмосферу, оптимальную для решения образовательных задач на основе сотрудничества с обучающимися, их полного принятия и поддержки, веры в их способности, а также взаимоуважения и доверия, может решать новые задачи, стоящие сегодня перед высшей школой. В педагогической деятельности же оказывает необходимое стимулирующее, развивающее и поддерживающее воздействие, ведущее к формированию необходимых компетенций обучающихся, отвечающее основным требованиям современности.

Реализация фасилитации в высшем образовании требует повышения значимости процесса учения для студентов и развитие готовности к фасилитации у преподавателя, что совмещает в себе интеграционное образование, чувствительность к эмоциональному настроению группы, стремление к развитию и самореализации, креативность, гибкость, активность, коммуникативные, лидерские качества.

Для более подробной информации с методами технологии фасилитации, какOpen Space («Открытое пространство»), World Café («Всемирное кафе»), Future Search («Поиск будущего»), Work Out («Выход за рамки»), голосование, SWOT-анализ, диаграмма Исикавы и другие, существуют сайты международной ассоциации фасилитаторов IAF, методов фасилитации IAF, где регулярно проводятся тренинги с ведущими специалистами разных стран.

Следовательно, при реализации идеи повышения качества современного образования необходимо уделять внимание не только методам, формам обучения, соответствию государственным образовательным стандартам, но и необходимо создать особую психологическую атмосферу, благоприятствующую проявлению личностной активности студентов или осуществить фасилитационное педагогическое взаимодействие преподавателя, как главной фигуры образовательного процесса, развитию профессионально-значимых качеств, способствующих формированию готовности к фасилитации.

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THE IMPORTANCE OF LINGUISTICS AS THE SCIENTIFIC STUDY OF LANGUAGE

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Abstract: Linguists traditionally analyze human language by observing an interplay between sound and meaning. Definitely, phonetics is the study of speech and non-speech sounds, and delves into their acoustic and articulatory properties. On the other hand, the study of language meaning deals with how languages encode relations between entities, properties, and other aspects of the world to convey, process, and assign meaning, as well as manage and resolve ambiguity.

Key words: pertaining to phonology,framework of generative linguistics,principles of grammar,formation and composition of phrasesand production.

It is clear, grammar is a system of rules, which governs the production and use of utterances in a given language. These rules apply to sound as well as meaning, and include componential subsets of rules, such as those pertaining to phonology (the organization of phonetic sound systems), morphology (the formation and composition of words), and syntax (the formation and composition of phrases and sentences). Many modern theories that deal with the principles of grammar are based on Noam Chomsky's framework of generative linguistics.

According to the facts, in the early 20th century, Ferdinand de Saussure distinguished between the notions of langue and parole in his formulation of structural linguistics. Due to his thoughts, parole is the specific utterance of speech, whereas langue refers to an abstract phenomenon that theoretically defines the principles and system of rules that govern a language. This distinction resembles the one made by Noam Chomsky between competence and performance in his theory of transformative or generative grammar. According to Chomsky, competence is an individual's innate capacity and potential for language (like in Saussure's langue), while performance is the specific way in which it is used by individuals, groups, and communities.

Definitely, the study of parole (which manifests through cultural discourses and dialects) is the domain of sociolinguistics, the sub-discipline that comprises the study of a complex system of linguistic facets within a certain speech community (governed by its own set of grammatical rules and laws). Of course, discourse analysis further examines the structure of texts and conversations emerging out of a speech community's usage of language.

Besides that, stylistics also involves the study of written, signed, or spoken discourse through varying speech communities, genres, and editorial or narrative formats in the mass media. In the 1960s, Jacques Derrida, for instance, further distinguished between speech and writing, by proposing that written language should be studied as a linguistic medium of communication in itself. Paleography is therefore the discipline that studies the evolution of written scripts (as signs and symbols) in language.

Moreover, linguistics also deals with the social, cultural, historical and political factors that influence language, through which linguistic and language-based context is often determined. Research on language through the sub-branches of historical and evolutionary linguistics also focuses on how languages change and grow, particularly over an extended period of time.

It is known that language documentation combines anthropological inquiry (into the history and culture of language) with linguistic inquiry, in order to describe languages and their grammars. Lexicography involves the documentation of words that form a vocabulary. Such a documentation of a linguistic vocabulary from a particular language is usually compiled in a dictionary. Computational linguistics is concerned with the statistical or rule-based modeling of natural language from a computational perspective. Specific knowledge of language is applied by speakers during the act of

translation and interpretation, as well as in language education – the teaching of a second or foreign language. Policy makers work with governments to implement new plans in education and teaching which are based on linguistic research.

According to the related areas of study, it can be suggested that it includes the disciplines of semiotics (the study of direct and indirect language through signs and symbols), literary criticism (the historical and ideological analysis of literature, cinema, art, or published material), translation (the conversion and documentation of meaning in written/spoken text from one language or dialect onto another), and speech-language pathology (a corrective method to cure phonetic disabilities and dysfunctions' at the cognitive level). Before the 20th century, the term philology, first attested in 1716, was commonly used to refer to the study of language, which was then predominantly historical in focus. Since Ferdinand de Saussure's insistence on the importance of synchronic analysis, however, this focus has shifted and the term philology is now generally used for the "study of a language's grammar, history, and literary tradition", especially in the United States (where philology has never been very popularly considered as the "science of language").

Although the term "linguist" in the sense of "a student of language" dates from 1641, the term "linguistics" is first attested in 1847.It is now the usual term in English for the scientific study of language,[citation needed] though linguistic science is sometimes used.

Undeniably, linguistics is a multi-disciplinary field of research that combines tools from natural sciences, social sciences, and the humanities. Many linguists, such as David Crystal, conceptualize the field as being primarily scientific. The term linguist applies to someone, who studies language or is a researcher within the field, or to someone who uses the tools of the discipline to describe and analyze specific languages.

Giving explanation to the pidgin stage in a language it can be suggested as a stage, when communication occurs through a grammatically simplified means, developing between two or more groups that do not have a language in common. Typically, it is a mixture of languages at the stage, when there occurs a mixing between a primary language with other language elements.

What is more important, a dialect is a variety of language that is characteristic of a particular group among the language speakers. The group of people, who are the speakers of a dialect are usually bound to each other by social identity. This is what differentiates a dialect from a register or a discourse, where in the latter case; cultural identity does not always play a role. Dialects are speech varieties that have their own grammatical and phonological rules, linguistic features, and stylistic aspects, but have not been given an official status as a language. Dialects often move on to gain the status of a language due to political and social reasons.

By summarizing it is important to mention about, when a dialect is documented sufficiently through the linguistic description of its grammar, which has emerged through the consensual laws from within its community, it gains political and national recognition through a country or region's policies. That is the stage, when a language is considered a standard variety, one whose grammatical laws have now stabilized from within the consent of speech community participants, after sufficient evolution, improvisation, correction, and growth. The English language, besides perhaps the French language, may be examples of languages that have arrived at a stage where they are said to have become standard varieties.

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THE IMPORTANCE OF TEACHING ENGLISH BY INTEGRATING AGRICULTURE AS A CONTENT

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Abstract: In thegiven articlethe importance ofteaching English language by integrating agriculture as the content and the language is discussed. The study reviews the teaching and learning the agricultural education from the surface structure in enhancing terminology. Furthermore, the role of discipline-related teaching integrating foreign language is also discussed as the effective use of practical training in agriculture.

Key words:integrating foreign language,agricultural education,education,different disciplines,implicatio n,knowledge,practical skillsand different disciplines.

It is not a secret to everyone that agricultural education encompasses the study of applied sciences. Definitely, one of the major purposes of agricultural education is applying the knowledge and skills learned in several different disciplines.

It is not a secret that agriculture became a core subject in education all around the world as it provides most of the world's food and fabrics, and plays a great role in teaching agriculture. The underlying objectives as stated by (Okorie, 2001), are as follows: To stimulate and sustain students‟ interest in agriculture, to enable students acquire basic knowledge and practical skills in agriculture, to enable students integrate knowledge with skills in agriculture, to prepare students for further studies in agriculture and to prepare and expose students to occupations and opportunities in the field of agriculture.

In the implementation of syllabus, „learning by doing‟ is the basis, for students to be able to produce agricultural products for themselves and the society. Certainly, the emphasis above confirms the social learning theory that says that "learning occurs in a social milieu" where the learner observes others, identifies with them, imitates their actions or behaviors and eventually reproduce what he has seen others do" (Ngwoke, 2010).This by implication means that there will not be learning if an effective teaching was not done. For proper implementation, the teaching must be done to make them have improved skills in the psychomotor domain essentially.

Certainly, the workers in these occupations who possess the needed skills in line with the above kind of teaching effect are called technicians but in agriculture they are called agricultural technologist who are fully trained in different skills for vocational agriculture. If they were given vocational training it meant they could guide others through teaching them what they have been taught. The major challenge is the fact that the prerequisite skills needed to ensure for effectiveness and productivity, a good number of the graduate teachers do not seem to possess and this may be as a result of most of them never being to a school farm from where they would have learnt the actual act, though a lot of the time it is not their fault since most of the school from.

Thus, the agricultural Education is the teaching of agriculture, natural resources, and land management. At higher levels, agricultural education is primarily undertaken to prepare students for employment in the agricultural sector. Classes taught in an agricultural education syllabus may include horticulture, machine and shop classes, health and nutrition, livestock management, and biology.

What is more important, agriculture is the science and art of cultivating plants and livestock. Agriculture was the key development in the rise of sedentary human civilization. The history of agriculture began thousands of years ago.

Talking about modern agronomy, plant breeding, and agrochemicals such as pesticides and fertilizers, and technological developments have sharply increased yields, while causing widespread ecological and environmental damage. Selective breeding and modern practices in animal husbandry

have similarly increased the output of meat, but have raised concerns about animal welfare and environmental damage.

The major agricultural products can be broadly grouped into foods, fibers, fuels and raw materials (such as rubber). Food classes include cereals (grains), vegetables, fruits, oils, meat, milk, fungi and eggs. Certainly, the development of agriculture enabled the human population to grow many times larger than could be sustained by hunting and gathering. Agriculture began independently in different parts of the globe, and included a diverse range of taxa, in at least 11 separate centers of origin.

By summarizing, it can be suggested that agricultural education is really important in Higher Educational Institutions as by integrating agriculture-content and foreign language the teachers can assist students in meeting the requirements of labor market by taking into account students skills in rapid growing world. It has more advantages at vocational colleges as well. Elementary agriculture is often taught in both public and private schools, and can cover such subjects as how plants and animals grow and how soil is farmed and conserved. Vocational agriculture trains people for jobs in such areas as production, marketing, and conservation. College agriculture involves training of people to teach or conduct research in order to advance the fields of agriculture. By integrating the discipline and the language there can be achieved more success in agriculture education.

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THE BENEFITS OF EFFECTIVE TECHNIQUES IN INCREASING VOCABULARY SKILLS OF ESP STUDENTS

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Abstract : In the given article the development of new information and communication effects on teaching vocabulary are discussed, as proper understanding of professional competence and quality in communication are very important and up to date issue.

Key words: ESL classes, matching words, guessing the definition, fill in the gaps, split vocabulary, ESL scrabble game, finding synonyms, antonyms, odd words, environmental problems.

Introduction 1.1

The study deals with the techniques of developing vocabulary skills in teaching ESL and we have full basis to approve that several linguistic scholars have brought the invaluable contribution to the study of teaching and learning vocabulary. According to the suggestion of a great linguist David Wilkins "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This is how the linguist proves the importance of vocabulary learning. If you spend most of your time studying grammar, your English will not improve very much. You will see most improvements if you learn more words and expressions. You can say very little with grammar , but you can say almost anything with words". (Dollar H. and Hocking D., Innovations, LTP).

Material and methods 1.1.1

The advent of the communicative approach in the 1970s set the stage for a major re-think of the role of vocabulary. The communicative value of a core vocabulary has always been recognized,

particularly by tourists. A phrase book or dictionary provides more communicative mileage than a grammar-in the short term at least. Recognition of the meaning –making potential of words meant that vocabulary became a learning objective in its own right. In 1984, for example in the introduction to their *Cambridge English course* Swan and Walter wrote that "Vocabulary acquisition is the largest and most important task facing the language learner". Course books began to include activities that specifically targeted vocabulary.

Theory 1.1.2

According to the latest research works, which are given in the book "Teaching and learning vocabulary" I.S.P. Nation (1990) , at present research on teaching and learning vocabulary is focusing on several areas, some of which continue previous research and some which break new ground. In the field of vocabulary learning goals researches have continued to look at the size and nature of the task facing learners, particularly in reading unsimplified texts. Laufer (1987) investigated the vocabulary coverage of text needed to make a significant difference to second language learners` comprehension of the text. She found that a 95 percent vocabulary coverage had this effect while a 90 percent coverage did not. It shows that the effect of vocabulary size on coverage of academic texts finding that a 2000-headword vocabulary plus the University World list (Appendix 2) provides around 95 percent coverage of academic texts. If specialized word lists are not used the amount of vocabulary needed will be larger. Work in progress by Lauer (personal communication) provides experimental evidence that mastery of the 2000-3000 word level as measured by the levels test (see Appendix 8) is critical for comprehension of unsimplified texts.

Thus the primary grades may be characterized as overcoming a gap in word recognition, whereas the intermediate grades and beyond may be characterized as overcoming a gap in word meanings (Chall, 1987). Chall says that research evidence indicates that, for both word recognition and learning word meanings, direct teaching apart from context is a useful addition to contextual learning.

Results 1.1.3

Organizing vocabulary learning is also an important factor. According to the evidence presented by Crow (1986) and Crow and Quigley (1985) using a semantic field approach is very productive for the superior achievement in vocabulary learning. Other supporters of this kind of approach (Harvey, 1983; Maiguasha ,1984 ;Stieglits,1983) have drawn on evidence from recall experiments in verbal learning studies and word association studies. However,much caution is needed in applying the findings of these studies to second language teaching. There are two reasons for this. First, the verbal learning studies have investigated recall of words that are already part of the subject' vocabulary. There is a very big difference between recall of known items and learning new items. Words that are closely related to each other are easier to recall than unrelated words ,but as Higa (1963) has shown ,some kind of relationships help learning and some have a very strong negative effect on learning .Second ,the word association studies look at the result of learning and language use.

Discussion 1.1.4

The importance of modern techniques in developing vocabulary skills of ESP (English for Specific Purposes) learners can be defined by the following reasons:

(1) Teachers want their students to be able to use the vocabulary communicatively. In order to do this, they believe students need to enlarge their lexis and to learn to use it automatically without stopping to think.

(2) Language learning is a process of habit formation. The more often something is repeated, the stronger the habits and the greater the learning. We must do lots of practices to be able to use vocabulary in a certain language. But in fact, most of students have little opportunity to practice using English outside the classroom. So they need lots of practices when they are in the classroom.

(3) to improve the quality of teaching techniques in vocabulary learning.

(4) to develop the students' vocabulary skills.

The purpose of the study consists in finding effective techniques for training of vocabulary Achievement of the effective purpose makes the decision on the following tasks:

1. to learn language by means of various techniques
2. to consider the main definitions of English vocabulary

The following techniques can be considered as supportive ones in teaching new vocabulary for ESP Learners:

1. Learning Vocabulary with pictures.

Procedure:Students try to describe the attached pictures on board

Students try to guess the topic of the lesson. They create their personal dictionaries on the topic.

Effectiveness: Students are encouraged to enlarge the vocabulary on the topic by working with pictures, which helps to memorize the vocabulary and develop their speaking skills.

Contributor: Devi Spencer, Language and Culture Center of the University of Houston

2. Matching exercises.

Procedure:Students try to find the suitable pairs for the given task

They match the word on the right to the correct definition on the left

Effectiveness: Students enjoy learning vocabulary as they have options for answers. It really eliminates "the dictionary panic" of learners.

Contributor: Richard Dean, Language Centre ,Japan.

3. Words in Popular Music.

Procedure:Students listen the famous song in which some words related the topics are missed. They enjoy listening the song and write the appropriate vocabulary.

Effectiveness: Students develop the listening skills and at the same time they enrich the vocabulary by writing them in the given spaces.

Contributor: Coleman South, American Language Center, Damascus

By generalizing ideas about vocabulary learning let us think about again "What does it mean to "know" a vocabulary item? One way to answer this question is to try to clarify everything a learner has to do to acquire a vocabulary item. Richards (1976) outlined a series of assumptions about vocabulary ability that developed out of linguistic theory:

1. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words we also "know" the sort of words most likely to be found associated with the word.

2. Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.

3. Knowing a word means knowing the syntactic behavior associated with that word.

Conclusion 1.1.5

Concluding it should be noted that English language teachers should give vocabulary a high profile in the syllabus and in classroom activities so that students can understand its importance (O'Del, 1997). According to lexical approach, in which the words have a primary role, "to know a word means how to use it in the real life to be able to communicate" (Lewis, 1993). This means that proper vocabulary learning demands the productive use of vocabulary. The acquisition of vocabulary is also the most critical component of successful language learning in ESP. Certainly, vocabulary plays an important role in learning English. Learning and knowing a new word does not simply mean to understand its meaning, but also means to be able to use it properly for communicational aims in real life situations (Lewis, 1993). The ability of choosing appropriate techniques for ESP learners mostly depends on teacher's organization of plan and steps of reaching goals in teaching and learning vocabulary.

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THE BENEFITS OF TEACHING FOREIGN LANGUAGE FOR SPECIFIC PURPOSESAT INSTITUTIONS

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Abstract: Foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology.

Key words: ESP teaching,linguistic development,foreign language,English for Specific Purposes (ESP),influence,key distinguishing characteristic.

The needs to understand the requirements of other professions and willingness to adapt to these requirements differentiate the foreign language teachers for specific purposes and their colleagues teaching general foreign language. ESP teaching presumes teaching of English as a foreign language regarding specific profession, subject or purpose. The teaching of English for Specific Purposes (ESP) has been seen as a separate activity within English language teaching (ELT). It is believed that for some of its teaching ESP has developed its own methodology and its research draws on research from various disciplines in addition to applied linguistics – this is the key distinguishing characteristic of ESP. ESP, if sometimes moved away from the established trends in general ELT, has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation. The emphasis of ELT is always on practical outcomes. The theory of ESP could be outlined based on specific nature of the texts that learners need knowledge of or need-related nature of teaching.

As with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important: 1) the expansion of demand for English to suit specific needs of a profession, 2) developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), and 3) educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning). Definitions of ESP in the literature are relatively late in time, if we assume that ESP began in the 1960s. Hutchinson and Waters (1987) define ESP as an approach rather than a product – meaning that ESP does not involve a particular kind of language, teaching material or methodology.

The basic question of ESP is: Why does this learner need to learn a foreign language? The purpose of learning English became the core. Strevens' (1988) definition of ESP makes a distinction between 1) absolute characteristics (language teaching is designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities; centred on the language appropriate to those activities in syntax, text, discourse, semantics, etc., and analysis of the discourse; designed in contrast with General English) and 2) two variable characteristics from Association of Teacher

Education in Europe conference 487 (ESP may be restricted to the language skills to be learned, e.g. reading; and not taught according to any pre-ordained methodology). Robinson's (1991: 3) definition of ESP is based on two criteria: 1) ESP is normally 'goal-directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in. Each of these definitions have validity but also weaknesses.

Considering Hutchinson and Water's definition, Anthony (1997) noted that it is not clear where ESP courses end and General English courses begin because numerous non-specialist ESP instructors use ESP approach in that their syllabi are based on analysis of learner needs and their own specialist personal knowledge of English for real communication.

Having all these on mind, Dudley-Evans and St John (1998) modified Strevens' definition of ESP 1. Absolute characteristics: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. 2. Variable characteristics: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation.

In conclusion, it is important to suggest that ESP is traditionally been divided into two main areas according to when they take place: 1) English for Academic Purposes (EAP) involving pre-experience, simultaneous/in-service and post-experience courses, and 2) English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated).

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PECULIARITIES OF TEACHING IN THE BLENDED LEARNING SYSTEM AND ITS IMPLEMENTATION TO THE EDUCATIONAL PROCESS

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Abstract: In the given article the importance of using blended learning in educational process and the peculiarities of teaching learners in the classroom and partly independently through online are discussed. It is noted that it requires from students to be highly self-organized, the Interactive elements of blended learning.

Key words: Interactive elements of blended learning, peculiarities, effectiveness, student control, professional development,web-enhanced instruction.

According to the Presidential Decree №29/09 adopted on April 29, 2017 y. "On measures for the further development of higher education", as one of the most important tasks of improving the system of higher education were mentioned the importance of establishing the partnerships with foreign educational institutions, the wide use in the educational process curriculum and teaching materials based on international educational standards, organization the traineeships for teachers in abroad.

The effectiveness of blended learning system in the educational system is great. We know that blended learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. Blended learning is also used in professional development and training settings.

Definitely, the terms "blended learning", "hybrid learning", "technology-mediated instruction", "web-enhanced instruction" and "mixed-mode instruction" are often used interchangeably in research literature. Although the concepts behind blended learning first developed in the 1960s, the formal terminology to describe it did not take its current form until the late 1990s. One of the earliest uses of the term appears in a 1999 press release, in which the Interactive Learning Centers, an Atlanta-based education business, announced a change of name to EPIC Learning .

Undeniably, blended instruction is reportedly more effective than purely face-to-face or purely online classes. Blended learning methods can also result in high levels of student achievement more effective than face-to-face learning. By using a combination of digital instruction and one-on-one face time, students can work on their own with new concepts which frees teachers up to circulate and support individual students who may need individualized attention. "Rather than playing to the lowest common denominator – as they would in a traditional classroom – teachers can now streamline their instruction to help all students reach their full potential. Moreover, the use of "Internet communication technology" in higher education courses serves to "facilitate a simultaneous independent and collaborative learning experience". This incorporation is a major contributor to student satisfaction and success in such courses. The use of information and communication technologies have been found to improve student attitudes towards learning. It is important to admit that many candidates from different educational establishments passed Aptis test for identifying the level of knowing English language,which is important for the ranking of the Institute and for teaching disciplines in foreign language, received international Aptis CEFR certificates with different levels. Additionally, while practicing in English for Academics Course, blended learning program, with the duration of four months and organized by British Council, several teachers working at different departmentsof the Institute, successfully completed 288 hours of the blended learning program and received EFA (English for Academics) blended learning course certificates.In blended learning courses, there were suggested the following communication forms by British Council:

1. Message and instructions; .2. Various materials given in the recommended links;3. Interactive tests and questionnaires; .4. Forums, by writing essays.

These requirements were provided during online course, organized by British Council and as a modern computer-based test.

What is more important to mention about the advantages of educational process, organized in foreign language, and the handouts of learners, which are provided only in electronic format.

While organizing the training by blended learning method, there were some problems:

1. Problems in the organization of electronic educational site: Problems of creating the site and constant control.

2. The requirement of great effort from teacher; working as a moderator or advisor and carrying responsibility for the effective achievement; creation of communication approaches.

3. Creating environment, where the site offers materials in files.

4. Giving the chance of creating the interactive communication through comments.

5. FAQ (Frequently Asked Questions) demonstrates the teacher's materials. In this place, participants have the chance of getting answers to the appeared questions;

Results of implementation blended learning method in the educational process were admitted as modern pedagogical method of teaching based on information-communication technologies.

In conclusion, it is important to suggest that results of blended learning at our Institute are really effective in education, as students enjoy by not only working hard both face-to-face and online learning, but also learners get experience from a well-structured system, which is developed enough

by the teacher and blended learning system is really beneficial, as students have their own tools and gadgets. (notebooks, phones, I-Phones, tablets, which support Web).

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SOME PROBLEMS OF ONLINE EDUCATION AND HOW TO SOLVE THEM

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The given article discusses some problems of online training and ways to solve them and the importance of such kind of education in learning foreign language especially in pandemic situation. The authors offer some interactive methods of online training which are not interesting only for students but challenging for teachers as well.

Key word: Online training, solution, social interaction, encounter, training platform

The world of education and learning is moving towards online training. The benefits are undeniable: reduced costs, great flexibility for the student and the ability to train thousands of people all over the globe at the same time. In addition, you can monitor what students are doing at any given moment, and it breaks with the inertia and passivity of classroom courses.

However, e-learning is not without its faults. Online training comes with its own particular characteristics, which can jeopardize (or limit) the success of the training. E-learning should not be seen as a panacea. It is only by knowing the problems that other companies and institutions have encountered that you can implement programs to realize its full potential.

Therefore, in this article we have identified the 8 major problems of online training. But don't worry, we've found a solution for all of them.

Problem 1: Online training is boring

Although online training is meant to provide a solution to the boredom of classroom-based learning, this is not always the case. Many e-learning courses consist of never-ending texts followed by a long list of multiple choice questions that fail to engage students. More than e-learning, it feels like e-reading.

These types of courses mean that students often get bored with online training, and this lack of engagement and motivation is one of the main reasons e-learning courses fail. Students are simply not interested in taking the training, do not access the platform and do not complete the course. MOOCs (massive open online courses) are a good example: only 10% of students who register for a course actually complete it.

Solution: Find an online course that is dynamic, fun and interactive

To prevent students from getting bored, be sure to find an online course that is interactive, dynamic and fun. While this may have been difficult in the early days of e-learning, nowadays it is much easier: there are currently a number of providers offering all types of interactive training, with challenges and adventures, videos, storytelling, gamified solutions, simulators to ensure practice and game-based learning.

And if you want to add an extra motivational touch to the training, you can offer other incentives. Experience has shown, for example, that when students receive an official qualification or certificate

at the end of a course, they become more engaged in the training. You can also promote competition by including rankings, classifications and prizes for the winners (cash or other rewards). All of these will enhance employee engagement and participants are not only more likely to finish the course but, above all, to learn more and better.

Problem 2: Students encounter technical difficulties

While it may sound obvious, technical problems are one of the main stumbling blocks of online training. Very often, there are compatibility issues (with operating systems, browsers or smartphones), the courses never get off the ground or the student doesn't know how to continue. All this adds to their frustration and reduces employee engagement, the learning experience is disrupted and they will probably abandon the course.

Solution: Offer multi-device courses and personal attention

When faced with this challenge, keep it simple. Choose online courses that do not require much internal memory or a high-speed Internet connection, and with a solid and simple script. Give priority to courses where you do not have to download any programs or print out documents. When you take the training before your students, pay attention to the sound quality (an issue that is often neglected) and be sure to try out the course on several smartphones, browsers and operating systems.

In addition, choose online courses that have a simple and comprehensive help page, a detailed FAQ section and an excellent student care service. If the online course has a chat service, email address or forum for sorting out technical glitches, you can be certain that technology won't be a problem and won't get in the way of the learning process.

Problem 3: The students don't know the course exists

This often happens: you've spent months preparing an online course, you chose the best provider, you know the course is essential for your employees… but nobody in the organization is aware of its existence. Students have at their disposal hundreds and thousands of courses and are often overwhelmed by the workload and daily routine. As a result, no one knows what the training course is about and, hence, doesn't take it.

Solution: Launch a communications campaign

If you want your students to really pay attention to you, consider treating the launch of any training plan like the premiere of a Hollywood movie. Give a presentation in the company's largest conference room (Could you show a trailer or a preview of the online course? Would the CEO give a speech?). Create anticipation using chain emails or place large posters around the office (along the lines of "Wanted" or "Coming soon", for example). All this will spark students' interest and you will have created a buzz even before the training begins. Make sure you explain why the training is important for employees and how it will help them to be better professionals and better people.

At the same time, be sure to inform your superiors and all department heads about the training. Based on the experience of different organizations, online courses work much better if you can get senior company staff involved. Senior staff are not only in a position to allow their team members time to attend the training, but can also lead by example and, hence, encourage staff lower down the organization to take the courses.

Problem 4: Students don't have time for online training

The e-learning format offers students great flexibility: they can take the courses when and where they like, at their own pace and with no physical limitations. However, so much flexibility often results in inaction. Time passes and the student still hasn't accessed the training platform or completed the course. They have so much time and flexibility…that they can never actually find time to do it.

Solution: Set a time limit and send reminders

To solve this problem, firstly, ensure that the courses are divided into several parts and consist of brief lessons that can be completed in a short amount of time. If students encounter major stumbling

blocks to learning, they will probably never find the time to tackle them. Divide the courses and conquer.

Secondly, don't be afraid to set a time limit. The fact that the training is online doesn't mean you can't set deadlines. Establish a clear and simple calendar indicating when the student should have completed each part of the online course. In addition, send reminders to students telling them that they are running out of time and encouraging them to complete the course.

Problem 5: Students need to talk to people

Online courses have lots of advantages, but we also need to recognize their limitations. Students may sometimes get frustrated due to the lack of human contact, the absence of a teacher and an inability to discuss it with their classmates. Sometimes, the online world, no matter how enriching it may be, can become too small for the student and they may need a physical space where they can resolve their queries and practice with real tools.

Solution: Personal attention, forums and social media

If this is the problem, one solution is to foster personal interaction within the online world as much as possible. You can organize webinars, group work or forums where students can discuss and resolve their queries. It is essential that students have a teacher they can contact (for example, tutoring via Skype). You could also promote the use of social media during the training, thus providing an additional opportunity for social interaction and humanizing the learning process.

Another solution is to combine online courses with some kind of classroom training. It has been demonstrated that this type of mixed training (known as blended learning) reinforces what students have learned and enhances the educational value of the training. Therefore, whether before, during or after the course, you could organize debates between students or classes with the teacher. This way, you will be blending the online and offline worlds and overcoming one of the most obvious limitations of e-learning.

Problem 6: Students can't practice

Science has shown that the best way to learn something is by practicing it (the famous learning by doing concept). It is only by practicing the things we do and experience (experiential learning) that we are able to internalize and recall the content and skills we learn. However, many online courses overlook this part and focus solely on theoretical content and external lessons. As a result, students cannot practice and the learning process does not reach its full potential.

Solution: Use useful and practical courses that have simulators

So that students can practice, an essential requirement is that courses are useful and practical. Employees must feel (even if selfishly) that the training will be useful to them in their day-to-day work and will help them to become better professionals (and, indeed, people). If e-learning courses meet this requirement, students will be able to put everything they learn into practice in the real world.

In addition, to ensure they get practice during the online course, you should use simulators. Simulators have been used for decades (for example, by pilots and surgeons) to recreate real-life situations so that students can practice and experiment in safe and controlled environments. If you incorporate simulators into your training course, you will be able to solve this problem and ensure that your students put their new knowledge and skills to practical use.

Problem 7: The quality of the courses is mediocre

The students are motivated, the course content sounds interesting, a communications campaign has been launched so everyone knows about it… but it so happens that the quality of the content is not up to par. With the information overload of today's world, with thousands of free online courses and powerful platforms such as Wikipedia, YouTube and Google, course content must be excellent and of the highest standard. Nevertheless, many students end up frustrated when they discover that they can learn more on their own than with the simple, mediocre courses offered by their companies or institutions.

Solution: Offer nothing but the best

The world has changed dramatically in recent years and so has your job. As the person responsible for training, one of your most important missions is to find, select and prioritize the best courses. Remember: you must be better than Google. So only go for the very best.

Problem 8: The online course has no impact on your organization

Sometimes, e-learning is able to overcome all of the above problems. The students accessed the training platform, they did not encounter any technical problems, they completed the course within the deadline and were able to practice what they learned. However, what impact did the training have on your organization? Did it improve your company's human capital? Do you have results you can show to your superiors? Many e-learning projects fail for the simple reason that they did not have an impact on the organization overall.

Solution: Align online courses with your organization's objectives (and measure them!)

The best way to solve this problem is to plan before launching the training. You must be clear about your learning goals and why you want your students to take this particular online course. The most important thing is that the training is aligned with the interests of your company or institution. Therefore, you should choose materials that will actually contribute to the organization's general goals (such as increased company sales, increased staff awareness of a particular matter or improved customer service management).

What's more, be sure to measure the results of the training. Set indicators before implementing the project and go back and measure them again after completing the course. This way, you will know what impact the training had on your organization. If you don't measure it, how will you know whether the course was a success or a failure? These figures will allow you to assess what worked and what didn't, and justify the investment to your superiors.

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THE MECHANISMS OF SOCIAL PERCEPTION OF UNIVERSITY TEACHERS BY STUDENTS DURING THE PERIOD OF ON-LINE EDUCATION

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Abstract. The presented article shows the ways in which students understand, interpret and evaluate university teachers according to the external and internal appearance of the teacher.

Key words: social understanding, perception, cognition, teacher, personality, successful.

Only a little over a year has passed since the start of the pandemic, and all countries have begun to live differently. The education sector in Uzbekistan has also undergone many changes at the state and social levels. In our education system, a student centered approach to teaching students is being introduced, although the key role of the teacher has not been canceled. In order for the result of education at universities to be successful, it is necessary to maintain a high status of the teacher in any

form of education. The state should be not indifferent to how the teacher is perceived in our society in the new conditions of universities work.

The term "social perception" was coined in 1947 by Jerome S. Bruner within the framework of his New Look, and in this case it was the social determination of the perceptual process. Soon this term received a different meaning: they began to denote the perception of social objects, and their range was strictly limited. Social objects were named: another person, a social group, a social community. The term is not able to designate the whole range of problems that arise, for example, when one person perceives another. As soon as we "read" another person, decipher the meaning of his external data, in a certain sense, guess the traits of his personality, then we thereby go beyond the strictly perceptual process, at least include the processes of thinking in it. Therefore, quite a long time ago, it was in the field of studying social perception that the term "social cognition" was proposed.

There is a lot of meaning behind the term "cognition": not only thinking about what was visually perceived, not only evaluating it (which includes emotions), but also motivation for the need for further interaction with the perceived person or refusal of such interaction. [2].

The specifics of a person's cognition of another person lies in the fact that the subject and the object of perception perceive not only the physical characteristics of each other, but also the behavioral ones, and also in the process of interaction, judgments about the intentions, abilities, emotions and thoughts of the interlocutor are formed. In addition, an idea is created on those relations that connect the subject and the object of perception. This gives an even more significant meaning to the sequence of additional factors that do not play such an important role in the perception of physical objects. If the subject of perception actively participates in communication, then this means the intention of the person to establish coordinated actions with a partner, taking into account his desires, intentions, expectations and past experience. Thus, social perception depends on emotions, intentions, opinions, attitudes, biases and prejudices.

Social perception is defined as the perception of external signs of a person, comparing them with his personal characteristics, interpretation and forecasting on this basis of his actions and deeds. Thus, in social perception, there is certainly an assessment of another person, and the development, depending on this assessment and the impression made by the object, of a certain attitude in the emotional and behavioral aspect. This process of one person's cognition of another, evaluating him and forming a certain attitude is an integral part of human communication and can be conditionally called the perceptual side of communication.

There are the following social and perceptual mechanisms, that is, the ways in which people understand, interpret and evaluate other people:

1. Perception of the external appearance and behavioral reactions of the object, and in our case the teacher, who must be successful in the eyes of the student;

2. Perception of the internal appearance of an object, that is, a set of his socio-psychological characteristics. This is done through the mechanisms of empathy, reflection, attribution, identification and stereotyping.

Every student wants to learn from a successful teacher. A couple of decades ago, the word "success" was used differently than it is now. One could say "successful negotiations", "successful process", but the use of the phrase "successful person" was not common. There was no success cult in our traditional culture. Of course, people wanted to achieve something, but this was not considered a fundamental value in life. Now the phrase "Successful person" has appeared, this suggests that the language reflected changes that are taking place in our consciousness, in our society.

The question of the set of qualities of a successful teacher that students appreciate more is well enough studied. Here are some examples.

Smirnov S.D. asserts that if you give a general list of qualities that are most appreciated or rejected by modern students in a teacher, then the first include a broad outlook, passion for the subject taught and knowledge of it, interest in the student's personality, respect, tolerance, understanding, benevolence,

fairness; and among the second - a low level of culture, ignorance, intolerance, falsehood, humiliation of the dignity of a student, arrogance, cruelty, anger, aggressiveness [9].

Bodalev A.A. emphasizes that since in each specific type of direct interaction of people (communication between a teacher and a student, contact between a doctor and a patient, playing teams on a football field, etc.), certain components are important for solving the problem of activity, appearance and behavior, communicating persons create an attitude to reflect and comprehend in another person, first of all, these components [4].

B.A. Benediktov defines the following requirements for a university teacher: speech culture, skills and abilities with the help of speech to control the attention of students, to provide a verbal emotional contact with students adequate to the subject and the goals of the work, the ability to predict the future development of students, to imagine what should be the personality of students in the future, to know the means to achieve this goal, to control their emotions, their external manifestation, to be able to create a positive emotional environment in the classroom, etc. N.N. Pavelko presents the following qualities necessary for a teacher: deep knowledge in the field of his specialty, social activity, the ability to set pedagogical goals and determine the tasks of educational activities, develop students' interest in their subject, the ability to control the work of students, interact with them, understand them, as well as honesty, simplicity, modesty, a developed sense of responsibility, etc. G.V. Akopov singles out such professionally important qualities of a successful teacher as knowledge of his subject, passion for it, creative approach to the lesson, knowledge of psychology, pedagogical tact, oratorical skills, clear presentation of his thoughts, creativity, logical thinking, purposefulness, activity, poise, optimism, etc. [6].

It can be concluded that "success" is a relative concept. Indeed, for each of us, it acquires a completely different meaning from others. It is unlikely that we will judge what success in life a teacher has achieved just by his gaze. It is necessary to reveal his personality for yourself completely. Only then will we understand whether the teacher is successful in front of us or not. The attitude of the students of each course differs from their own yesterday's perception of the teacher as they grow up., the importance of social relationships remainsin the first place in Uzbekistan, and then professional ones. Our mentality allows us to ask teachers personal questions even on-line, students find time for this. Although the lack of time is felt by teachers very acutely.

Regardless of whether students perceive the teacher positively or negatively in a pandemic, no educational institution can deny the role of the teacher in education. It is the key figure and the clue to the success of training educated people in Uzbekistan.

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INTERNET AS A MEANS OF MODERNIZATION OF FOREIGN LANGUAGE TEACHING

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Abstrakt: The term extraversion, derived from the theories of personality developed in psychology, acts as one of the central roles in the domain of SLA. Having studied about extraversion, it has been discovered two controversial views towards its effect on language learning: Rossier (1975) asserts that people owning extraverted personality are prone to be fluent in terms of communicative skills while Eysenck's (1964) studies demonstrate that extraverts are less successful language learners owing to several neuro-chemical phenomena in the human brain. The presented case study is going prove the former theory by observing, describing and reporting the learning process of an extrovert learner using valid methodology during the experiment.

Key words: extraversion, L2 speech production, fluency, English.

The modern child lives in the world of electronic culture. The role of the teacher is also changing – he should become a coordinator of the information flow. Therefore, the teacher needs to know modern techniques and new educational technologies to communicate in the same language with the child. In this regard, I believe that now every teacher should learn to use the world wide web in order to improve the content of education through the use of modern technologies.

The Internet opens up new, previously unknown opportunities for improving English language teaching, as the use of ICT contributes to the unique possibility of creating a natural language environment. Students can take part in tests, quizzes, contests, competitions held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.Students can receive information on the problem on which they are working at the moment in the framework of the project. It can be a joint work of Russian schoolchildren and their foreign peers from one or several countries. Also, access to the Internet gives you the opportunity to take advantage of a huge number of additional materials that allow you to enrich the lessons with a variety of ideas and exercises. In addition, the global Internet network creates conditions for obtaining any necessary information for students and teachers located anywhere in the world: country-specific material, news from the life of young people, articles from Newspapers and magazines, necessary literature, etc. In my opinion, all this creates a unique opportunity for the implementation of the main goal of teaching foreign languages - the formation and development of communicative culture of students, teaching practical mastery of a foreign language.

Hypothesis. The use of Internet resources makes it possible to increase the readiness of students for intercultural interaction.

Purpose. To find effective ways of formation of communicative competence of pupils at use of Internet resources at lessons of English.

Tasks. To analyze the content of the concept of communicative abilities in the structure of communicative competence in psychological, pedagogical and methodological literature.

To conduct a study of Internet sites and identify the best methods and forms of work with them for the development of communicative competence.

To prove the expediency of the chosen path in the development of communicative competence by means of Internet resources.

Methods.

Problem-abstract.

Systemic-structural.

Method of concrete social research.

A reflexive method.

Main conclusions.

The studied theoretical materials, the work carried out on the above problem allow us to conclude that the use of Internet resources in English lessons contributes to:

– High-quality language training of students, the development of the ability to accurately and appropriately use the studied foreign language for effective communication.

– Creation of a basis for the possible use of English in the workplace.

The results and analysis of the level of formation of communicative competences of middle and senior level students confirmed the initial hypothesis of the project about the need to use Internet resources in the formation of communicative competences.

So, the goal of the project is achieved, the tasks set in the work are solved. It is proved that the use of Internet resources in English lessons contributes to the formation of communicative competence of students. Now everyone understands that the Internet has enormous information capabilities and no less impressive services. But we must not forget that, whatever properties may have a particular means of learning, information and subject environment, primary didactic tasks, especially cognitive activity of students due to certain educational goals. The Internet, with all its capabilities and resources, is one of the means to achieve these goals and objectives.

Therefore, first of all, it is necessary to determine for what purposes and tasks we are going to use the world wide web. Naturally, the main purpose of foreign language teaching is the formation of communicative competence. We need to identify the tasks that can be performed using the Internet:

– inclusion of network materials in the content of the lesson (integrating them into the training program);

– independent search for information by students in the framework of the project;

– in-depth independent study of the first or second foreign language, elimination of gaps in knowledge, skills;

– independent preparation for the qualification examination without attending lectures;

– systematic study of a certain aspect of a foreign language remotely under the guidance of a teacher;

– increase motivation and create the need to learn a foreign language through live communication;

– formation and development of reading skills, directly using the materials of the network of varying degrees of complexity;

– formation and development of listening skills on the basis of authentic audio texts on the Internet, also respectively prepared by the teacher;

– improvement of skills of monological and dialogical statements on the basis of problem discussion of the materials presented by the teacher or someone from pupils of the network;

– improving the skills of writing, individually or in writing making responses to correspondence partners;

– replenishment of vocabulary, both active and passive, vocabulary of modern foreign language, reflecting a certain stage of development of the culture of the people, social and political structure of society, using authentic texts from the country of the studied language;

– familiarity with cultural knowledge, including speech etiquette, speech behavior of different peoples in terms of communication, especially the culture and traditions of the country of the studied language.

How to solve all these problems? Let us consider some of them in more detail.

1. The inclusion of materials of a network in the content of the lesson to integrate them in the curriculum.

At the moment, there are a large number of sites dedicated to the teacher of foreign languages. On such sites you can find ready-made lessons of foreign language teachers, newspaper articles, various thematic texts, exercises, grammatical explanations, audio books.

Here are examples of sites.English:

– grammar and abstracts in English: http://www.edufind.com/english/grammar/toc.cfm ; http://www.essaybank.co.uk/index.html ;

– teachers share lessons on various topics: http://www.onestopenglish.com/lessonshare/;

– UK universities (possibility of cooperation with other teachers):
http://www.hero.ac.uk/universities_and_colleges/index.cfm;

– virtual London:
http://www.a-london-guide.co.uk/;

– Russian website - everything for the teacher and the student:
http://www.english.ru/;

– here you can download various audio books: http://www.readerschair.com/audiobooks/download.htm;

It is especially interesting to use Internet materials when working on the current topic of a foreign language lesson. The teacher can find various information on the network on the problem, which is subject to a given period of time to discuss, study, or you can give the task-to find information to students, competent users of the network, but, of course, defining the scope of the search. Offering such materials to students in small groups, the teacher can set the task-to select the appropriate information for the discussed problem, agree with it, take note of the work on the topic, or, on the contrary, argue it, which requires facts, information. Each group working on its own problem can be offered relevant material for discussion.

2. In-depth independent study of the first or second foreign language, the elimination of gaps in knowledge, skills, self-preparation for the qualifying exam external.

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UN ALOURDISSEMENT DES TÂCHES D'ÉVALUATION, AYANT DES EFFETS *NÉGATIFS SUR SA QUALITÉ*

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Annotation: Il est vite apparu que très peu de données étaient disponibles sur le sujet, que ce soit au plan local (à l'échelle d'un établissement, d'un groupe d'établissements ou d'une académie) ou au plan national. Au plan international, les grandes opérations de mesure des acquis telles qu'elles sont, par exemple, organisées régulièrement par l'OCDE ou l'IEA s'arrêtent aux portes de la scolarité obligatoire et ne concernent généralement pas le supérieur. Après avoir résumé les quelques rares données collectées (comme

les études américaines sur les effets de l'enseignement supérieur), le travail s'est ensuite orienté vers des tentatives d'explication du peu de données disponibles, en cherchant à décrire les pratiques d'évaluation des acquis qui ont cours à l'université.

Key words:massification, consequences, degage, organisées, pratiques, de modifier.

La première conclusion qui se dégage de ces études, confirmée d'ailleurs par les entretiens, est que l'évaluation des acquis des étudiants est devenue **une composante de plus en plus lourde du métier d'enseignant-chercheur**. Les tâches d'évaluation occupent une place grandissante au sein de leurs activités. Les enseignants déplorent que le temps consacré à l'évaluation grignote progressivement celui qui est dévolu à l'enseignement. La répartition entre 24 à 25 semaines d'enseignement et 12 à 13 semaines d'évaluation a souvent été évoquée. On la juge inadéquate, sans compter que des épreuves de contrôle continu sont aussi organisées au cours de la période dite d'enseignement. La massification, la modularisation et la semestrialisation sont souvent montrées du doigt comme étant les principales responsables de cette augmentation considérable du poids des examens.

Outre l'alourdissement des tâches d'évaluation qu'elle entraîne pour les enseignants-chercheurs[1], cette évolution semble aussi avoir produit des **effets négatifs sur la qualité de l'évaluation** : régression, voire disparition des oraux ; diminution des possibilités laissées aux étudiants de choisir leur formule d'examens ; non-tenues de certaines réunions de jury, … Poirier (2001) et Girod de l'Ain (1997) soutiennent que la massification a entraîné, en France, une diminution du contrôle continu et une modification de la nature même des épreuves, en particulier une régression des oraux, ce qui ne manque pas de modifier la nature des compétences développées (cf. 3.5). La multiplication d'examens déconnectés les uns des autres aboutit en effet au développement d'un *« travail intellectuel morcelé et concentré sur les prochains « obstacles » au détriment de la réflexion et de l'approfondissement, attributs fondamentaux d'études universitaires »* (Girod de l'Ain, 1997, p.108). Le rapport général du CNE de 1995, dans sa partie consacrée aux difficultés du premier cycle massifié, signale aussi qu'un des effets les plus dommageables de l'augmentation des effectifs réside dans la modification de la pédagogie qu'elle implique nécessairement, en particulier en rendant impossible la correction fine d'une grande masse de copies et le maintien des examens oraux.

Blais et ses collaborateurs (1997) observent la même tendance au Québec : au premier cycle, plus les effectifs sont nombreux, plus l'examen final écrit constitue le mode d'évaluation privilégié[2]. Les modalités d'évaluation sont aussi davantage diversifiées pour un petit groupe (exposé, examen intermédiaire, travail de recherche, …) que pour un grand groupe. Un lien entre la taille des groupes et le type d'habilités mesurées semble, de plus, établi par leur enquête : les enseignants évaluent davantage la mémorisation au sein des grands groupes de premier cycle et cette habilité occupe ensuite une part de plus en plus ténue dans les examens des cycles supérieurs. Les enseignants soulignent aussi que l'accroissement du nombre d'étudiants rend plus problématique la réalisation d'une évaluation personnalisée. Montgomery (1995) déplore, de la même manière, que la soudaine croissance des effectifs étudiants dans les universités anglaises ait entraîné le recul des méthodes d'évaluation traditionnelles qui nécessitaient un travail important de lecture et d'avis de la part des enseignants (essais, réponses longues personnelles, analyses de cas réels, …) au profit de méthodes moins coûteuses, comme les QCM de connaissances corrigés mécaniquement[3].

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[1] Alors que ceux-ci éprouvent déjà beaucoup de difficultés à gérer l'importante diversité des tâches concurrentielles qui sont liées à leurs différents « métiers » de chercheur, d'enseignant et de prestataire de services internes et externes.

[2] Les enseignants veillent cependant à ce que l'examen écrit final comporte des tâches complexes, comme la résolution de problèmes ou le développement long ou court. Ils n'attribuent généralement pas un poids démesuré aux tâches les plus simples (QCM, Vrai-faux). On note quand même que 9% de ceux qui ont recours aux QCM leur confèrent un poids supérieur à 80%.

[3] Sur le plus long terme, une étude passionnante a été consacrée aux facteurs qui expliquent pourquoi les examens oraux ont progressivement cédé la place aux écrits dans les universités d'Oxford et de Cambridge, durant le 18e et le 19e siècles (Stray, 2001). Cette étude montre notamment comment l'augmentation du nombre d'étudiants (déjà !), l'introduction de matières scientifiques et le type de critères d'évaluation (des critères sociomoraux aux critères de maîtrise d'acquis cognitifs individuels) ont contribué à cette lente modification de la nature des épreuves.

En Allemagne aussi, les recommandations issues des recherches des années 70 concernant les examens universitaires n'ont pas été toutes mises en œuvre dans le courant des années 80, à la suite de la rapide expansion des effectifs. Ainsi, malgré le poids jugé excessif de l'oral terminal, le contrôle continu s'est peu développé, compte tenu de l'accroissement de la charge de travail qu'il aurait inévitablement entraîné dans l'université de masse (Kehm, 2001).

Bref, si les pratiques effectives d'évaluation sont encore assez mal connues, on sait au moins qu'elles représentent une part importante du travail professoral. On sait aussi que cette part aurait tendance à s'accroître, au grand dam des enseignants-chercheurs, suite à l'explosion des effectifs et aux réformes des structures de l'enseignement universitaire (semestrialisation et modularisation). On redoute enfin que cette évolution ait eu des conséquences importantes sur la qualité des pratiques d'évaluation, sur la nature des tâches proposées aux étudiants et, en définitive, sur le type de connaissances et de compétences qu'ils développent.

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EFFECTIVENESS OF POWER POINT PRESENTATIONS IN LEARNING FOREIGN LANGUAGE

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Abstract: Power point Presentations are utilized by almost the whole part of our teaching. This article aims to investigate the attitudes of prospective teachers' towards the power point presentation usage from the perspective of teachers and students, as well as, the degree of correspondence between students' expectations and the motives underlying instructors' use.

Key words: Power point presentations (ppt), visual aids, methodology courses, prospective teachers, perceptions of effective power point usage

Technology era has an effect on today's youth in terms of supplying digital stimuli and change in their perceptions and thinking processes, which impacts how they learn. As the student demographics change, information technology has become the criteria for successful performance both in the area of school and in academic life. Therefore, it has created the need of integrating technology into the area of education. The Power point presentation (ppt) is one of the most popular tools in the use of technology in education. In addition, since the power point usage is increasing day by day in the ELT (English Language Teaching) world, its effectiveness is vital. The correspondence between teachers' aims and students' expectations while doing presentations is very crucial. Fisher [2003, 4] defines power point briefly as follows: "*PowerPoint is a type of presentation software that allows one to show colored text and images with simple animation and sound. PowerPoint is just one of many types of presentation software."* The easy access to ppt tool makes it more widespread in courses than any other tool in education.

In the information age, there is a consensus that computer technology should be used in the field of education. Therefore, prospective teachers are supposed to both develop their computer literacy and apply their skills of using computer in the teaching-learning process productively. From that perspective, Jonassen [2000, 5] points out that our attitudes towards computers have changed in years. When we look at the historical background of the usage of computer and information technologies in education, we see that there are three application styles: learning computers, learning from computers and learning with computers. During the process of learning with computers, the important elements of a successful lesson have begun to be discussed. Accordingly, Christine [1998, 3] concludes in his study that the most significant element in the classroom is neither technology nor PowerPoint presentations but the good teacher. However, Akdağ and Tok [2004, 1] come to the conclusion that the instruction enriched through the use of the power point presentation has a determinant role on students' success. Thus, they didn't take into consideration the weaknesses of the teacher while using ppt. The reason of the weaknesses is the inefficiency of technology education in teacher training. Correspondingly, Duran [as cited in Şahin, 2003:67-74, 6] underlines that one of the aims of teacher-training programs is to help prospective teachers to grasp the idea that the use of technology is meaningful, accurate and necessary in their own profession. Moreover, Şahin [2003:67-74, 6] indicates that there should be available technology laboratories in the faculties of education and in those laboratories teacher candidates should be given the opportunity to make up their own materials. As it is seen, there is a tendency to encourage ELT students to do PowerPoint presentations in lessons because, according to the Ohio State University, ppt both strengthen the process of students' learning and increase the skills of analysis and synthesis. Students' preparing ppt helps them see how the lesson is organized and learn the logic behind the design. Nonetheless, Aşan, Betrus, et. al. [as cited in Cengizhan, 2011:641-662,2] state that the teacher candidates graduate without being well equipped enough to apply technology into their own lessons, which shows that there are shortcomings in terms of the usage of technology.

Hence, we can deduce that teachers' expectations tend to change according to the content of the lessons. To continue with the students' expectations, the majority of students considered that it is essential for them to do power point presentations for their future profession. Accordingly, to develop their computer skills in their own lessons, they (82.9%) found the encouragement of FLE instructors to do power point presentations is suitable. They stated that they would use power points for the purposes of conveying meaning, attracting their students' attention and creating fruitful lessons. The following quotation constitutes a representative example of the teachers' ideas in this respect: "*Prospective teachers should be informed in ELT courses about how to prepare and perform power point presentation. They also need to practice doing ppts in order to be more competent. This also prevents possible technological and situational problems*."

In conclusion, many studies have been conducted about the usage of ppt in education. Some studies give technology prominence, whereas others mention about the importance of the teacher's performance while using ppt. Moreover, the tendency to encourage prospective teachers to improve their skills of using ppt is examined by many researchers. In consideration of these present research studies, this study both investigates the correspondence of teachers' aims and students' expectations and contributes to find out possible solutions to the problems about usage of ppt in FLE classes. Additionally, power point presentations help teachers to draw students' attention during the lesson, which increases the effectiveness of learning process. In addition, student teachers' positive attitudes towards their instructors' encouragement to do power point presentations showed that students, as prospective teachers, are planning to use power points in their future profession life.

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СОВЕРШЕНСТВОВАНИЕ ГРАМОТНОСТИ ОБУЧАЮЩИХСЯ НА ЗАНЯТИЯХ РУССКОГО ЯЗЫКА КАК ИНОСТРАННЫЙ

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Abstract. Modern methods of teaching the Russian language have been studied work. The need for an innovative approach has been emphasized in regard with both the content of the language material and the correct choice of technologies that contribute to the fastest way of learning the Russian language. It demonstrates the ways in which students of the "Practical Russian Language Course" module could use their vocabulary in the educational process to create an environment for communication, to analyze communicative situations, understand the text correctly and formulate the situation in the answers.
Keywords.communicative situation, diagnostic vocabulary dictation, differentiated tasks

Annotatsiya. Fe`llarni o‘rganishda o‘quvchilarning savodxonligini oshirish, rus tilini o‘qitishning zamonaviy usullari ko‘rib chiqildi. Til materialining mazmuniga ham, rus tilini tezroq bilishga hissa qo‘shadigan texnologiyalarni to‘g‘ri tanlashga ham innovatsion yondashuv zarurligi ta'kidlangan.Unda "Amaliy rus tili kursi" moduli talabalari o‘zaro so‘zlashuv muhitini yaratish, kommunikativ vaziyatni tahlil qilish, o‘zlashtirish, matnni to‘g‘ri tushunish va javoblarda vaziyatni shakllantirish uchun o‘quv jarayonida o‘z so‘z boyliklaridan foydalanish usullari tasvirlangan.
Kalit so‘zlar. Kommunikativ vaziyat, diagnostic lug‘aviy diktant, differensial vazifalar

Аннотация. В совершенствовании грамотности студентов при изучении глаголов рассматриваются современные методы обучения русскому языку. Подчеркивается необходимость инновационного подхода как к содержанию языкового материала, так и к правильному выбору технологий, которые способствуют более быстрому владению русским языком. В ней описываются способы, с помощью которых студенты по модулю «Практический курс русского языка» могли использовать свой словарный запас в учебном процессе, чтобы создать среду для общения, проанализировать коммуникативную ситуацию, овладеть, правильно понять текст и сформулировать ситуацию в ответах.
Ключевые слова. Коммуникативная ситуация, диагностический словарный диктант, дифференцированные задания

В целях коренного повышения эффективности проводимых реформ, создания условий для обеспечения всестороннего и ускоренного развития государства и общества, реализации приоритетных направлений по модернизации страны и либерализации всех сфер жизни Главой нашего государства утверждена Стратегия действий по пяти приоритетным направлениям развития Республики Узбекистан, предусматривающая различные сферы, в том числе развитие социальной сферы, которая направлена на развитие сферы образования, культуры, науки, литературы, искусства и т.д., кроме того, принятие Президентом Республики Узбекистан Постановления «О мерах по дальнейшему развитию системы высшего образования» № ПП-2909 от 20.04.2017 г. свидетельствует о необходимости кардинального совершенствования системы высшего образования, коренного пересмотра содержания подготовки кадров в соответствии с

приоритетными задачами социально-экономического развития страны, обеспечения необходимых условий для подготовки специалистов с высшим образованием на уровне международных стандартов, широкое внедрение в учебный процесс передовых педагогических технологий, учебных программ и учебно-методических материалов, основанных на международных образовательных стандартах, стало новым событием в жизни нашего народа, и оно продиктовано временем.[1] Прежде всего, это объясняется тем, что сегодня Узбекистан имеет прочные связи со всем миром и, следовательно, специалист, владеющий профессиональными знаниями, должен обладать навыками культуры устной и письменной речи, умением грамотно излагать свою мысль на родном и на иностранных языках, что в свою очередь, становится одним из определяющих факторов дальнейшего участия нашей страны в мировые интеграционные процессы.[2]

Я преподаю такие предметы как Русский язык, Практический курс русского языка в группах русский язык как иностранный. И таким вопросом как грамотность часто сталкиваюсь. Студенты все время говорят почему русский язык такой сложный, говорят так , а пишут совсем не так. Что надо делать чтобы не допускать ошибок. Конечно я их успокаиваю и говорю нам надо вместе трудиться. Выполнять вовремя задания, слушать больше внимательно, обращать на произношение знакомых текстов. Какие методы я применяю для разрешения этого вопроса. Я хотела поделиться с этими методами.

В совершенствовании грамотности студентов при изучении, например, глаголов я наряду с традиционными методами, применяю следующие методы обучения русскому языку. Думаю эти методы способствуют более быстрому владению русским языком.

Готовлю следующие дополнительные материалы: музыкальную композицию из знакомого всеми любимого фильма, раздаточный материал с текстом песни, карточки с заданием для проведения словарной работы, для изучения значений новых слов. Из текста песен выписываем глаголы, переводим, определяем в каком времени он употреблен, составляем с ними словосочетания и предложения.

Например, я выбрала музыкальную композицию: «Где-то на белом свете». В тексте песни очень много глаголов настоящего времени: трутся, спят, плывут, вертится и т.д**.**

«Если б я был султан», и эпизод из кинофильма «Кавказская пленница», (раздаю текст песни и предлагаю им прослушать)

Песенка о медведях
«Где-то на белом свете»

Где-то на белом свете, там, где всегда мороз
Трутся спиной медведи о земную ось
Мимо плывут столетья, спят подо льдом моря
Трутся спиной медведи, вертится Земля

Ла-ла-ла-ла-ла-ла-ла
Вертится быстрей Земля
Ла-ла-ла-ла-ла-ла-ла
Вертится быстрей Земля

Трутся они, стараясь, вертят земную ось
Чтобы влюбленным раньше встретиться пришлось
Чтобы однажды утром раньше на год или два
Кто-то сказал кому-то главные слова

Ла-ла-ла-ла-ла-ла-ла
Вертится быстрей Земля

Ла-ла-ла-ла-ла-ла-ла
Вертится быстрей Земля

Вслед за весенним ливнем раньше придет рассвет
И для двоих счастливых много-много лет
Будут сверкать зарницы, будут ручьи звенеть
Будет туман клубиться, белый, как медведь
Где-то на белом свете, там, где…
Где-то на белом свете, там, где всегда мороз
Трутся спиной медведи о земную ось
Мимо плывут столетья, спят подо льдом моря
Трутся спиной медведи, вертится Земля
Ла-ла-ла-ла-ла-ла-ла
Вертится быстрей Земля
Ла-ла-ла-ла-ла-ла-ла
Вертится быстрей Земля
Ла-ла-ла-ла-ла-ла-ла
Вертится быстрей Земля
Ла-ла-ла-ла-ла-ла-ла
Вертится быстрей Земля

Говорю, чтобы они внимательно прослушали, и обратили внимание в какой ситуации употреблены глаголы, время глаголов, словосочетания, предложения, переводим их.

(Включаю видео запись, студены слушают)

– Вы прослушали эпизод из кинофильма. Теперь вам нужно будет ответить на вопрос, который написан заранее на доске:

О чем это музыкальная композиция?
О чем этот фильм?
Кто главные герои этого фильма?
Где происходят действия в кинофильме?

Каждый студент, отвечая на этот вопрос, составляет микротекст
– Ребята, кто желает прочитать свой текст?
(Студенты зачитывают полученные тексты)
Если мы учимся оффлайн, можно поделить группу в малые группы.

– Переходим к следующему этапу. В аудитории организуется интерактивный режим «Обучения в малых группах». Студенты разделяются на команды**.** Получают свои карточки

– Каждая команда получает свое задание. И старается найти ответ на данные вопросы и составить связный текст. (если нет возможности работать в группах, т.е. когда занятие проводится в ZOOMe, студенты выбирают номера этих вопросов, каждый готовится и составляют связный текст из простых предложений.[3]

1. Вам нравится кино?
2. Какие фильмы вы обычно смотрите?
3. Кто ваш любимый актер?
4. Какой последний фильм смотрели в последний раз?
5. Вам нравится ходить в кино?
6. Смотрите ли вы русские фильмы?
7. Смотрите ли вы фильмы на русском языке?

8. Какой ваш самый любимый фильм?

9. Часто вы ходите в кино?

10. Хотели ли вы стать актером?

Затем каждая группа образовывают один связный текст. На данную работу я выделяю 10 минут.

(Команды приступают к выполнению задания)

После того как время проходит, предлагаю лидерам команд выступить. Остальные команды слушают ответы.

(Лидеры команд читают полученный текст).

После того как все команды прочитают ответы задаю студентам вопросы, подвожу итоги и обобщаю знания сегодняшнего занятия.

– -Достигли ли мы цели по теме Глаголы настоящего времени

– --Давайте вспомним, какую цель мы ставили перед собой в начале занятия? Достигли ли мы результата?

(Ответы студентов)

• Что для вас было самым полезным на занятии?

• Что для вас на занятии было самым интересным?

• Что на занятии было трудным?

• На что надо обратить внимание в домашней работе при подготовке к следующему уроку?[4]

БЛИЦ-ОПРОС

1. На какие вопросы отвечает глагол?
2. Какие глаголы вы знаете?
3. Что значит неопределенная форма глагола?
4. Склонение глаголов по лицам в настоящем времени?
5. Что вы знаете о спряжении глаголов?

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THE USE OF MODERN INNOVATIVE TECHNOLOGIES IN FOREIGN LANGUAGES TEACHING AND ITS EFFECTIVENESS

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This article is about the purpose of learning foreign languages and the role of modern innovative technologies and its effectivness in learning foreign languages as well as benefits of knowing foreign languages.

Key words: Foreign language, purpose, innovative technologies, the benefits of the knowing languages, methods.

Rivojlanib borayotgan zamonamizda chet tillarini o'rganishga bo'lgan talab va ishtiyoq ortib bormoqda. "Til bilgan el biladi" - deydi dono xalqimiz, til bilgan insonga hurmat bilan qarashadi, til bilgan kishi ko'p tomonlama imkoniyat va ustunliklarga ega bo'ladi. Ayniqsa xalqaro munosabatlar avj olib borayotgan bir kunda ko'p til bilgan insonga bo'lgan ehtiyoj kuchli. Chet tillarni o'rganish bilan xorijiy adabiyotlarni o'qib o'z malakasini oshirish va o'z sohasini mutaxassisi bo'lish hamda chet eldagilar bilan tajriba almashish bugungi kunda har qachongidan ko'ra katta ahamiyatga ega.

Xorijiy tillarni o'rganish deganda ba'zi insonlar o'z tilini unutishni nazarda tutishadi, aksincha mashhur nemis shoiri Y.V. fon Gyote aytganidek: "Kim chet tillarini bilmasa, u o'z tilini ham bilmaydi". Shoir bu bilan kimki o'z tilini yaxshi bilsa uni sevsa, boshqa tillarni ham o'rgana oladi demoqchi.

Inson avvalo bir ishni qilishidan oldin oldiga aniq bir maqsad qo'ymog'i lozim, shundan keyin u o'z orzusi tomon ildam qadam tashlay oladi. Nimagadir ehtiyoj sezsanggiz, unga erishmoq uchun albatta maqsad qo'yasiz. Chet til ta'limi maqsadlari metodik adabiyotlarda ko'plab muhokamalarga sabab bo'lib kelmoqda. O'tgan asr oltmishinchi yillarining ikkinchi yarmiga kelib, amaliy, ta'limiy va tarbiyaviy maqsad terminlari o'z davr talablariga muvofiq sharhlab berilgan. [Под ред. И. В. Рахманова, А. А. Миролюбова, В. С. Цетлин. – М.: Просвещение, 1967: 19-31]

O'zimizningolimlarO'.HoshimovvaI.Yoqubov "Ingliztilio'qitishmetodikasi" kitobidachettilio'rganishningmaqsadlarihaqidabatafsilma'lumotberishgan.

Chet tilini o'rganish maqsadlari turlicha bo'lishi mumkin. Masalan har bir fuqaro o'zining sohasiga oid xorijiy tildagi adabiyotlarning asl nusxasini o'qiy olishni, o'qilgan matnni tushunishni va uni o'z kasbida qo'llay bilishni xohlaydi va shuning uchun ham ular chet tilini o'rganishni maqsad qilib oladilar.

Xorijiy tillar to'rt asosiy maqsadda 1) amaliy yoki kommunikativ, 2) umumta'lim berish, 3) tarbiyalash, 4) rivojlantirish maqsadlarida o'qitiladi. [J.Jalolov, 2012: 41]

1. Amaliy (kommunikativ) maqsad: Bu maqsad orqali inglizcha o'qish,gapirish,yozish ko'nikmalarni hosil qilinadi va o'rganuvchilarda ingliz tili materiallari bo'yicha malaka, ko'nikma paydo bo'ladi. O'quvchilar grammatik hamda leksik talaffuz materiallarini nutqda mustaqqil qo'llay olish o'rgatiladi.

2. Umumta'limiy maqsadi: Bu maqsad o'rganuvchining anglash, fikrlash qobiliyatlarini o'stirish hamda dunyoqarashini kengaytarishni nazarda tutadi.Bundan tashqari o'rganilayotgan tildan ma'lumot olish va berish, uni yanada chuqurroq o'rganish hamda tili o'rganilayotgan mamlakat xalqining tarixi, adabiyoti va madaniyati haqida ma'lumotlar olish tushuniladi.

3. Tarbiyaviy maqsad: Bunda o'rganilayotgan til materiallari orqali axloq va estetik tarbiya berish hamda mehnatga munosabatini tarbiyalashni ko'zda tutadi.

4. Rivojlantiruvchi maqsad: Bu maqsadda o'quvchi til faktlarini tahlil qilish, umumlashtirish, mustaqil xulosa chiqarish ,nutq, tinglash, so'zlar ma'nosini anglab yetish, lug'at qo'llanmalar bilan mustaqil ishlashni, darsdan tashqari ishlarga mustaqil tayyorlanishni rivojlantiradi.

Yuqorida to'rt asosiy maqsadlar bir-biriga bog'langan, ya'ni bir-birini to'ldirib turadi va har bir darsda shu maqsadlarga rioya qilish zarur.

Bugungi shiddat bilan o‘sib borayotgan zamonda ilm-fan texnika ham tezkorlik bilan rivojlanmoqda. Har bir fanni yangi, zamonaviy innovatsion texnalogiyalardan foydalanib o‘quvchilarga tushuntirib berish bugungi kunda asosiy talablardan biriga aylanmoqda. Mamlakatimizda chet tilini o‘qitish jarayonida ilg‘or pedagogik texnalogiyalarni, interfaol, innovatsion usullardan , kommunikativ axborot vositalaridan foydalanish talab qilinmoqda.Ushbu talablarga ko‘ra o‘quv xonalari stendlar va yangi axborot kommunikativ texnikalar bilan jihozlandi.

Ta’lim taxnalogiyalari bu ta’lim jarayonida zamonaviy innovatsion texnalogiyalardan foydalanish demakdir.[Mo‘minova.F.M, 2020: 2]

Ta’lim jarayoniga zamonaviy axborot texnalogiyalarini olib kirish orqali ta’lim sifati hamda samaradorligini oshirishni o‘z oldiga maqsad qilgan.Xususan, xorijiy tillarni o‘rganishda rivojlangan, zamonaviy innovatsion taxnalogiyalardan foydalanishning ko‘plab qulayliklari va afzalliklari mavjud. Til o‘rganish va o‘rgatishda axborot texnalogiyalarining o‘rni beqiyosdir.Texnalogiyalardan foydalanish chet tilini o‘rganishning har bir aspect (o‘qish, yozish, tinglab tushunish va gapirish)ida qo‘l keladi.Misol uchun, tinglab tushunish uchun,albatta kompyuter, player, CD disklar kerak bo‘ladi, quyidagilarsiz bu jarayonni amalga oshirish imkonsiz.

Chet tilini zamonaviy texnagoyilardan foydalanib o‘rganish va o‘qitishning bir qancha samarador usullari mavjud,jumladan:

– CD playerlardan foydalanish mumkin,bu doimiy bir xillikdan qochish va darsni qiziqarliroq va samaraliroq bo‘lishiga yordam beradi.

– Chet tilidagi radio eshittirishlar va undagi yangiliklarni eshitishlari va bu yordamida dunyo yangiliklaridan ham boxabar bo‘lishlari mukin.

– Kompyuterlardan foydalanganda o‘quvchi chet tilidagi video roliklarni, namoyishlarni, dialoglarni kino yoki multfilmlarni ham ko‘rishi ham eshitishi mumkin. [Otaboyeva.M.P, 2017].

Globallashgan zamonda hayotimizni internetsiz tasavvur qilish imkonsiz,chet tillarini o‘rgatish va o‘rganishda bundan foydalanish eng samarali usullardan hisoblanadi.Internet orqali chet tilida so‘zlashuvchilar bilan muloqot qilish imkoniyati paydo bo‘ladi.

Bugungi kunda innovatsion ta’lim texnalogiyalarning bir necha xil turllari mavjud. Ulardan darslarda mavzuni yoritishda keng va turli usullaridan foydalanilsa, darsning samaradorligi yuqori bo‘ladi va bu o‘quvchilarning darsga bo‘lgan qiziqishlarining ortishini ham ta’minlaydi. Chet tili darslarining o‘qitilishida turli harakatli, rolli o‘yinlardan foydalanish ham til o‘rganishga bo‘lgan qiziqishni ortishiga sabab bo‘ladi. Misol uchun, o‘zim ham talabaman ,darslarda o‘qituvchilarimiz axborot texnalogiyalaridan qanchalik ko‘p foydalanishsa men uchun bu dars nihoyatda qiziqarli bo‘ladi va uni yanada chuqurroq o‘rganishga harakat qilaman va bu holat faqatgina menda emas, balki boshqa talaba kursdoshlarimda ham kuzatiladi.

Bugungi kunda yurtimizda ko‘plab IT maktablar ochilgan hamda maktab va universitetlarda ham AKT bo‘yicha darslar berib kelinmoqda. Bu xorijiy tillar o‘qituvchilari uchun juda foydali hisoblanadi nafaqat o‘qituvchi balki,o‘quvchi uchun ham qo‘l keladi.

Chet tilini o‘qitishda va o‘rganishda zamonaviy axborot texnalogiyalaridan foydalish nafaqat tilni oson va samarali o‘rganishga, balki IT sohasini ham o‘rganishga yordam beradi. Demak, xorijiy tillarni o‘rganishda innovatsion texnalogiyalardan foydalanish bir necha tomonlama qulaylik berar ekan.

Ko‘p til bilishlilik insonga har doim foyda beradi,tilni yaxshi va mukammal egallaganinggiz sari hayot naqadar go‘zal va rang-barang ekanligiga amin bo‘lib borasiz.Zamonaviy psixalogiya fani chet tilini inson xarakterini ham qisman o‘zgartiradi, degan fikrni ilgari surmoqda.

Til o‘rganishning ko‘plab foydali tomonlari mavjud, bular quyidagilar:

1. Internet qamrovi siz uchun yanada kengayadi hamda ko‘plab ma’lumot bilish imkoniyati paydo bo‘ladi. Masalan siz biron bir mavzu haqida ma’lumot qidiryapsiz agar siz bir tilni bilsanggiz faqatgina o‘sha tildagi manbaalarni topa olasiz xolos, agarda siz bir nechta tillarni bilsanggiz,demak sizda ko‘proq manbaalar topish imkoniyati turibdi.

2. Xorijiy tilini o‘rganar ekansiz atrofinggizda muhojirlar ko‘p ekanligiga e’tibor bera boshlaysiz. Tanishuvinggiz mustahkam do‘slikka aylansa, dunyoning narigi burchagida ham sizni tushunadigan odam borligi Yer sharini uzoq va begona emas,yaqin qiladi.

3. Til o‘rganish fikrlash qobiliyatinggizni yaxshilaydi.Britaniyalik olimlarning aniqlashicha, ikkinchi tilni o‘rganish miyaning nutqiy ravonlikni ta’minlovchi qismini rivojlantiradi.Inson til o‘rganishga qanchalik erta kirishsa, ravon va chiroyli gapirishi ham shuncha yaxshilanadi.

4. Chet tilini bilsanggiz xorijiy filmlarni hech qanday tarjimasiz, asl holida ko‘ra olasiz.

5. Til bilish bu daromad demakdir. Angliya shimoli-g‘arbida istiqomat qiluvchilar ona tilidan tashqari bitta til bilishsa, yiliga 3000 funt sterlingdan ortiq maosh olarkan. [Azamat.uz 2014]. Demak, til bilmoq nafaqat ma’naviy boylik, balki madaniy boylik ham berar ekan.

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MODERN METHOD IN FOREIGN LANGUAGE

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Annotation: Changes in education, occurring under the influence of the rapid introduction of information technology in all spheres of life, impose serious requirements on the level of competence of a teacher who needs to master the role of a consultant for a student. Researchers and educators from around the world emphasize the special need for media education.

Key words: media education, method, learning, disciplines.

The concept of a teaching method is very complex. However, despite the various definitions that are given to this concept by individual didacts, something common can be noted that brings their points of view together. Most authors are inclined to consider the teaching method as a way of organizing educational and cognitive activities of students.

The word “method” in Greek means “research, method, path to achieving the goal.” The etymology of this word also affects its interpretation as a scientific category. “A method - in the most general sense - is a way to achieve a goal, a certain orderly activity,” the philosophical dictionary says. Obviously, in the learning process, the method acts as an ordered way of the interconnected activity of the teacher and students to achieve certain educational goals. From this point of view, each teaching method organically includes the teacher’s teaching work (explanation of new material) and the organization of active educational and cognitive activity of students.

The teacher, on the one hand, explains the material himself, and on the other, seeks to stimulate the educational and cognitive activities of students (encourages them to think, formulate conclusions

independently, etc.). Sometimes the teacher himself does not explain the new material, but only defines its topic, conducts an introductory conversation, instructs students for the upcoming educational activities (teaching work), and then invites them to comprehend and learn the material from the textbook. It combines the teaching work of a teacher and the active educational and cognitive activity of students organized by him.

All this allows us to conclude: by the methods of teaching should be understood the methods of teaching the teacher and the organization of educational and cognitive activities of students to solve various didactic tasks aimed at mastering the material studied.

The teaching method organically includes the teacher's teaching work (teaching) and the organization of educational and cognitive activity of students (learning) in their relationship, as well as the specifics of their work to achieve educational, developmental and educational goals of teaching. The essential features reflected in these definitions are that: firstly, it is an activity whose goal is to educate an individual and solve educational problems, and secondly, it is always a joint activity of a teacher and a trainee. It follows that the basis of the concept of "teaching method" is the activity of subjects of the educational process. The teaching method almost always involves the active activity of the teacher, accompanying the student. It is worth considering that the more complex the activity, the more diverse the methods should be. And training is one of the most complex types of activities and therefore has a number of different methods.

The teaching method cannot be invented; it is developing gradually. Its development can be compared with the improvement of a mechanical device. Both of them, primitive at the beginning, are gradually improved by the combined efforts of generations. From the point of view of the leadership role of teachers, teaching methods can be assessed as ways of organizing educational and cognitive activities of students and managing this activity. Emphasizing the cognitive orientation of existing methods, they can be defined as the ways in which students, under the guidance of a teacher, go from ignorance to knowledge, from incomplete and inaccurate knowledge to more complete and more accurate knowledge. From the logical and substantive side, teaching methods can be assessed as the applied logical method by which students consciously master knowledge, skills and abilities. Wanting to emphasize the substantive and methodological essence of teaching methods, they can be defined as a form of movement of the content of training.

Each method includes a variety of teaching methods. Each of the techniques is designed to bring students closer to the ultimate goal of learning. Reception is nothing more than an elementary methodological act aimed at solving a specific problem at a certain stage, in other words, a reception is an element of a method, its component, a one-time action, a separate step in the implementation of the method.

Receptions are central to the learning activities of students and have a decisive effect on it. Thanks to a skillful combination of interconnected techniques, the teacher manages to increase the effectiveness of the educational process, to show his methodological skills. Working with isolated lexical units on the board, analyzing the structure of the written sentences, controlling loud pronunciation of words, phrases, naming objects in pictures - these are all examples of tricks that help to solve separately posed problems. But it should be noted that the weak level of formation of techniques is one of the reasons for the difficulties students encounter in learning, especially when doing homework on their own.In contrast to the technique, the method should be considered as a second and higher power generalization stage.

Each teaching method serves to achieve a specific goal, designed for a specific time, for students of a certain age, with a certain level of development and training, for teachers who can work with this method, and for those conditions that exist in the school and in society as a whole.

A capable teacher who has developed a series of techniques that, in his opinion, seems best for the conditions in which these techniques have appeared, cannot but be skeptical of what he himself created. He knows that the best method is perfection, and man-made perfection is a ghost, and so the best method always remains just a wonderful ideal. The better the teacher knows his discipline, owns

the pedagogical, psychological laws of the learning process, the more likely it is that he will choose the most pedagogically effective teaching method.

Any method should always be flexible. Therefore, a method is a certain set of teaching methods aimed at achieving a certain goal during a certain period of time, in the presence of certain teaching aids, taking into account the age, general development of the student, as well as the school and society.

Reception is an integral part or a separate side of a method. For example, in the method of organizing the work of students with a textbook and a book, the following techniques are distinguished: taking notes, drawing up a plan of the abstract, statement of theses, citing, reviewing, writing a dictionary of the topic covered.

Separate receptions can be a part of various methods. So, the technique of drawing up a schematic model can be an element both as a method of working with a textbook or a book, or as an element of another method – the teacher explains the new material when the students draw up a schematic model (supporting summary) of the new lesson material.

The same method of training in some cases can act as an independent method, and in others - as a learning method. For example, explanation is an independent learning method. However, if it is only occasionally used by a teacher in the course of practical work to clarify students' mistakes or to reveal the logic of solving a problem, then in this case the explanation acts only as a teaching method, which is part of the practical work method.

The method and technique may change places. For example: the teacher presents the new material by the method of explanation, during which, for greater clarity and better memorization, draws the attention of students to text or graphic material in the textbook. Such work with a textbook acts as a technique. If during the lesson the method of working with the textbook is used, then the teacher's additional explanation of a term no longer acts as a method, but only as a small additional technique. Thus, various teaching methods can act both as a method and as a learning method.

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ADVANTAGES OF TEACHING CLIL APPROACH VIA INFORMATIONAL TECHNOLOGIES

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Abstract: It is important to admit that Content and Language Integrated Learning (CLIL) approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners.

Key words: CLIL,computer-aided programmes,acquiring language,learn languages,grammar or vocabulary, develop language skills,environment.

There is much scientific research on how we learn languages, which now gives us greater understanding of the role of 'acquiring language' in relation to 'learning language'.Infants and young children can be very good at *acquiring* languages when they are used in the home, and this is one reason why people sometimes think that we learn languages best when we are very young. Older children and adults tend to be taught languages, usually in languagelearning classrooms or increasingly through computer-aided programmes. Successful language learning can be achieved when people have the CLIL opportunity to receive instruction, and at the same time experience real-life situations in which they can acquire the language.

Even though there may be differences in how the brain works as a child grows older and becomes an adult, a key issue in 'picking up' languages relates to the *opportunities* we have for learning languages. This is where CLIL can be of interest. One reason why very young children seem so good at picking up language is often to do with the *naturalness* of the environment around them. A language classroom, where learners go through the often difficult process of sorting out sounds, structures, grammar or vocabulary is rarely natural.

The language classroom is essential for the learner to understand the 'nuts and bolts' of language – the architectural plans. But there is rarely enough time in the classroom for the language teacher to go beyond this essential part of the learning process. Learners need time to build things with the 'nuts and bolts' – to build the house which they see in theory on paper. What CLIL can offer to youngsters of any age, is a natural situation for language development which builds on other forms of learning. This natural use of language can boost a youngster's motivation and *hunger* towards learning languages. It is this *naturalness* which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning.

Students learn in different ways according to their personal *learning styles.* These may differ, even a great deal, from person to person. Schools find it very difficult to accommodate different learning styles because they need to standardize what and how subjects are taught to suit the *learning profile image* of the up to 30 youngsters sitting in each class. And yet, each of those youngsters will have different backgrounds, needs and aspirations. This means that their personal learning styles may not fully suit the approach which the school uses. This issue affects all subjects, but particularly mathematics and languages. Children and young people also prefer differing *language learning styles,* which means that certain types of language teaching methods may suit some, but not others. For example, some children prefer learning about the language, others prefer 'learning by using the language'. By offering an extra support experience, CLIL can give more children even better opportunities to develop language skills in your school.

CLIL offers opportunities to allow youngsters to use another language naturally, in such a way that they soon forget about the language and only focus on the learning topic. It is usually done through putting aside some time in the school week for learning subjects or special modules *through another language*. In CLIL the learning of language and other subjects is mixed in one way or another. This means that in the class there are two main aims, one related to the subject, topic, or theme, and one linked to the language. This is why CLIL is sometimes called *dual-focussed education*. Good results have been found with very different CLIL types, and it is clear that a small amount of CLIL can go a long way towards improving a youngster's hunger, willingness and capability to learn both other languages, and other subject matter.

The ability to use a language is much more than knowing its words and grammar, and speaking in *perfectly formed sentences*. Language learning is surrounded by myths, many of which give a very false impression of what best helps achieve success. If we are to think about the best interests of our youngsters, we could usefully re-consider some of these beliefs and views. Language and communication are one of the most complicated aspects of human behavior. Our desire to measure success in terms of exam results and so forth, which is a basic part of school culture, sometimes blinds us to other learning qualities which can be highly advantageous for any person.

In conclusion, the impact of computerization alone is constantly making the worlda smaller place – a place in which the benefits of being able to speak differentlanguages are becoming more and more obvious. It is these realities, alongsidestate-of-the-art understanding of language acquisition and learning, which haveprovoked so much excitement towards CLIL. We know that there are social, economic, cultural and ecological advantages to be gained through promoting plurilingualism through language learning right across our societies. CLIL offers one additional means by which to give our youngsters the opportunities to develop their capacity to use language and to reap the benefits in their present and future lives.

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THE ROLE OF THE TEACHER IN LEARNING THE LANGUAGE
РОЛЬ УЧИТЕЛЯ В ОБУЧЕНИИ ЯЗЫКУ

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Аннотация: Данная статья посвящена описанию различных ролей, которые могут использовать учителя, и описанию способов записи ошибок и организации обратной связи, объяснению того, почему некоторые учителя обладают даром вдохновлять и мотивировать учеников к изучению немецкого языка, различать два типа оценивания: исправление и организация обратной связи и объяснение основной цели учителя при организации занятия.

Ключевые фразы: контроллер; оценщик; органайзер; суфлер; участник; ресурс; репетитор; следователь; исправление;

Поведение учителя в различных помещениях будет меняться в зависимости от характера занятий. Возможно, самое важное различие, которое здесь следует провести, - это роли контролера и фасилитатора, поскольку эти две концепции представляют собой противоположные концы диаграммы контроля и свободы. Контроллер стоит впереди класса, как кукловод или хозяйка, контролирующая все; фасилитатор ведет себя сдержанно, чтобы ученики могли самостоятельно выполнить задание.

Мы рассмотрим роли контролера, оценщика, организатора, суфлера, участника-ресурса, наставника и исследователя. Учителя как контролеры несут полную ответственность за класс. Они контролируют не только то, что студенты делают, но также то, когда они говорят и какой язык используют. [ScrivenerJ., 1:73]

Определенные этапы урока очень хорошо подходят для этой роли. Внедрение нового языка, в котором используются точные методы введения и сверления, должно быть тщательно организовано. Все внимание направлено на передней части класса, и все ученики работают в одном ритме. Учитель как контролер тесно связан с образом, который учителя создают о себе. Неко-

торые кажутся врожденными лидерами и исполнителями, в то время как некоторые действуют тише и чувствуют себя счастливее, когда ученики общаются между собой. Часто это происходило потому, что им было что сказать и сделать что-то интересное, что привлекало наше внимание и энтузиазм. То же самое и в языковых классах. Некоторые учителя обладают даром вдохновлять и мотивировать нас, даже если они никогда не теряют контроль.

И в лучшем случае учителя, которые могут совмещать контролирующую роль с хорошей «успеваемостью», чрезвычайно приятны, когда их учат или наблюдают. [Пассов Е. И., 2:349]

Когда учителя действуют как контролеры, они, как правило, много говорят. Но мы должны помнить, что часто именно учитель, говорящий на уровне понимания учащихся, является наиболее важным источником языка, который учащиеся могут более или менее понимать, даже если он выше их собственного продуктивного уровня.

Мы не должны позволять этому преимуществу обмануть нас и принять роль контролера как единственную, которая есть у учителя. Жизненно важно, чтобы контроль был ослаблен, если ученики должны иметь возможность учиться (а не учиться). Даже во время непосредственного творчества учителя начнут ослаблять хватку, а во время коммуникативной речи и письма их роли должны принципиально отличаться. В противном случае у студентов не будет возможности принять участие должным образом.

Очевидно, что основная часть работы учителя состоит в том, чтобы оценить работу учеников, чтобы увидеть, насколько хорошо они успевают или насколько хорошо они успевают. Это важно не только с педагогической точки зрения, но студенты вполне непосредственно ожидают этого даже после коммуникативной деятельности.

Мы должны различать два типа оценки: исправление и организация обратной связи.

На этапе точного воспроизведения, когда все под контролем учителя, ошибки ученика будут исправлены почти мгновенно. Функция учителя - показать, где возникает ошибка, и помочь ученикам увидеть, что пошло не так, чтобы исправить это.

Возможно, самая важная и трудная роль учителя - это роль организатора.Успех многих мероприятий зависит от хорошей организации и от того, что ученики точно знают, что им делать. Много времени может быть потрачено впустую, если преподаватель не предоставит студентам жизненно важную информацию или даст противоречивые и запутанные инструкции.

Основная цель учителя при организации занятия - рассказать ученикам, о чем они собираются говорить (или написать, или прочитать), дать четкие инструкции о том, в чем именно заключается их задача, запустить занятие и затем организовать обратная связь, когда все закончится. Это звучит на удивление легко, но может иметь катастрофические последствия, если учителя заранее не продумали, что именно они собираются сказать.

Мы подчеркнули важность невмешательства учителя в тех случаях, когда в классе происходит коммуникативная деятельность, а это означает, что учителю нечего делать. Однако есть еще две очень важные роли. Один - знать, что происходит с оценщиком, а другой - быть своего рода ходячим ресурсным центром. Другими словами, учитель всегда должен быть готов предложить помощь, если в ней возникнет необходимость. В конце концов, у нас есть язык, которого ученикам может не хватать, и это особенно верно, если ученики заняты каким-то письменным заданием. Таким образом, мы делаем себя доступными, чтобы студенты могли проконсультироваться с нами, когда захотят. [DouglasB. H., 3:83]

Мы можем говорить об учителе как о наставнике в смысле того, кто действует как наставник и как о ресурсе, где ученики участвуют в своей работе и обращаются к учителю в основном за советом и руководством. Это роль, которую принимает учитель, когда учащиеся занимаются самообучением или выполняют проектную работу. Учитель сможет помочь им прояснить идеи и, например, ограничить задачу; учитель может помочь им, указав на ошибки в черновиках; учитель также может посоветовать студентам, как получить максимальную отдачу от обучения и что делать, если они хотят учиться больше.

Все роли, которые мы упомянули до сих пор, были связаны с поведением учителя по отношению к ученикам. Но сами учителя захотят развивать свои собственные навыки, и они будут надеяться на постепенное углубление понимания наилучших способов содействия изучению языка.

Конечно, можно ходить на курсы повышения квалификации и посещать педагогические семинары. Это, безусловно, поможет учителям знакомиться с новыми идеями и быть в курсе того, что происходит. Но учителя тоже могут развиваться сами или вместе с коллегами. Лучший способ сделать это - исследовать, что происходит, наблюдать, что хорошо работает в классе, а что нет, опробовать новые методы и действия и оценивать их соответствие. [ArendsI. R., 4; 38]

В начале курса обучения каждый студент приходит в учебную аудиторию со своими собственными ожиданиями и представлениями о том, чему и как его будут учить. Они могут быть связаны с предыдущим опытом обучения, с достижениями и результатами в данной области, с собственными видением задач высшего образования в свете подготовки к будущей профессиональной деятельности. Немаловажное значение имеют также общеобразовательный и культурный уровень, индивидуальные особенности, предпочтения в стилях обучения. Вполне вероятно, что ожидания и представления различных студентов о методах и подходах к учебному процессу могут не совпадать. Еще сложнее совместить эти понятия с целями и задачами данного курса в понимании преподавателя. Несоответствие представлений о содержании программы, об учебных методах, о путях достижения значимых результатов, о способах контроля и т.д. может привести к конфликту в учебной группе. С целью избежание подобного рода конфликтов, следует особое внимание уделять формированию и поддержанию учебного сотрудничества. В основе стратегии сотрудничества лежат идеи стимулирования и направления педагогом познавательных интересов учащихся. Учебное сотрудничество характеризуется:

- ❖ пространственным и временным соприсутствием;
- ❖ единством цели;
- ❖ организацией и управлением деятельностью;
- ❖ разделением функций, действий, операций;
- ❖ наличием позитивных межличностных отношений [Зимняя, 5;73]

Одной из важнейших задач преподавателя иностранного языка в обучении является создание атмосферы, в которой можно было бы эффективно работать на протяжении продолжительного периода времени. Высока ответственность преподавателей иностран-ного языка, так как они не только знакомят учащихся с языковыми моделями, но также несут новые знания о культуре и, таким образом, являются примером для подражания в поведенческом аспекте, создавая соответствующую атмосферу и устанавливая отношения с группой, на основе которых учащиеся в дальнейшем будут строить отношения друг с другом. При этом важно суметь создать такую психологическую обстановку, чтобы студентам было комфортно, а чувства неуверенности, опасения, которые неизбежны в первое время, были как можно быстрее преодолены и не препятствовали работе, так как трудно добиться хороших результатов, если нет соответствующего климата в группе, не хватает доверия, открытости, чувства удовлетворенности.

Преподаватель, заранее зная сильные и слабые стороны студентов в зависимости от цели каждого этапа, звена или задания, может смещать акценты, выбирать более подходящие упражнения для данной группы студентов, перераспределять время на их выполнение, отдавать приоритет тому или иному приему обучения. Практика работы показывает, что знание своих типологических свойств и когнитивных стилей во многом помогает студентам преодолеть психилогический стресс на занятиях по иностранным языкам. Не менее важное значение для учащихся имеет знание своего учебного стиля и личных качеств и в свете подготовки их к будущей профессиональной деятельности, так как психологами было установлено, что успех в профессиональной деятельности во многом зависит от умения человека использовать достоинства своей индивидуальности и нейтрализовать недостатки.

Учителя, которые не исследуют эффективность новых методов и не стремятся активно к собственному личному и профессиональному развитию, могут обнаружить, что работа по обучению становится все более монотонной.С другой стороны, преподавателя, которые постоянно стремятся обогатить свое понимание того, что такое обучение и что хорошо работает, найдут преподавание немецкого языка постоянно полезным.

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БОЛАЛАРГА ИККИНЧИ ТИЛНИ ЎҚИТИШДА МУЛТИМЕДИА ВОСИТАЛАРИДАН ФОЙДАЛАНИШНИНГ АҲАМИЯТИ

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Аннотация. Мазкур мақолада болаларга чет тилини ўқитишда мултимедиа воситаларининг аҳамияти ҳақида сўз боради. Унинг назарий асослари келтирилади. Мултимедия воситаларининг таълимнинг барча босқичларидаги, хусусан, болалар таълимидаги аҳамияти Гарднер таълимоти асосида изоҳланади.

Калит сўзлар: Мултимедиа, анимацион технологиялар, интеллект, хотира.

Аннотация. В статье обсуждается важность мультимедиа в обучении детей иностранному языку. Приведены его теоретические основы. Важность мультимедийных средств на всех этапах обучения, особенно в обучении детей, объясняется на основе учения Гарднера.

Ключевые слова: Мультимедиа, анимационная технология, интеллектуальность, память.

Аннотатион. This article discusses the importance of multimedia in teaching children a foreign language. Its theoretical foundations are given in the article. The importance of multimedia tools at all stages of education, especially in children's education, is explained on the basis of Gardner's theory.

Key words. Multimedia, animation technology, intellect, memory.

Замонавий дастурий таълим воситалари мултимедиалидир. У анимация, овоз, видеотасвир билан таъминланган дастурлар билан ишлашга имкон яратади. Мультимедиа қўлланганилганда инсоннинг турли сезги органларига таъсир амалга оширилади. [4.204-бет] Таълим жараёнида мултимедиа яратиб бераётган имкониятлардан бири ҳисобланган анимация бугунги кунда чет тилини ўқитишда замонавий ёндашувлар шаклланишида катта аҳамиятга эга. Анимация (лот. animatix) – расмларни машина графикаси ёрдамида "жонлантириш" маъносини англата-

ди. [5.204-бет] Компьютер анимацияси динамик тасвирлар синтезидир. [6.2-бет]Инсон дунёни тасвир орқали англай бошлайди. Шундай экан, чет тилини ўқитиш, умуман таълим жараёнида ҳам замонавий дастурий таълим воситаларига талаб юқори. Маълумки, инсон ахборотларни сезги аъзолари орқали қабул қилади. Агар таълим жараёнида анимацион технологиялардан фойдаланилса, болалар онгида ҳам кўриш, ҳам эшитиш орқали вужудга келадиган икки карра маълумот базаси ҳосил бўлади. Дарсдаги мавзуни тушунтиришда мултимеда воситалари ёрдамчи воситалар бўлиб хизмат қилиши керак. Айниқса, болаларга чет тилини ўргатаётганда, дейлик, “Animals” мавзусида, жониворлар расмлари ва уларнинг “жонланган” тасвирларини кўриб ўрганиш анча самарали. Ўқитувчининг изоҳлари билан биргаликда қабул қилинаётган видеомаълумот ёки анимация талабалар диққатини фаоллаштиради. Таълим қизиқарли ва эмоционал бўлиб боради, талабаларда эстетик қониқиш пайдо бўлади. [5.204-бет] Ушбу таърифлар таълимнинг бошқа босқичлари тингловчилари (тарбияланувчи, ўқувчилар, талабалар) учун ҳам ўринли. Айниқча, бошланғич синф ўқувчилари ва мактабгача таълим муассасаси тарбияланувчиларининг ёш, диққатни жамлаш ва темперамент хусусиятларидан келиб чиқиб, уларга таълим беришда – чет тилини ўргатишда ўйин технологияларидан фойдаланиш мақсадга мувофиқ бўлади. Чунки одам ривожланишининг дастлабки генетик босқичларида одамнинг атроф-муҳит билан алоқа ўрнатишининг асоси сифатида ҳамда унинг психикасини шакллантириш ва намоён этишнинг ҳал қилувчи омили (фактори) сифатидаги фаолият ўйинлар кўринишида бўлади. Ўйинлар бола то мактабга боргунга қадар унинг психик ривожланишида асосий роль ўйнайди. Ўйинлар мазмуни жамиятнинг моддий ва маънавий ҳаётини бевосита акс эттиради. Боланинг психик тараққиётини ўйинсиз тасаввур қилиш мумкин эмас. Бола ўйинда ижтимоий муносабатга киришади.[3.83-бет] Уларда хотира имкониятлари анча кенг, лекин жараёнда таълим берувчи хотиранинг яхшиланиши ва давомийлигига таъсир кўрсатадиган омилларни ҳисобга олиши керак.

Мултимедиа воситаларининг чет тилини ўргатишда таълим сифатига таъсирини Гарднер таълимоти билан изоҳласак ўринли бўлади. Гарднер биз саккизта интеллект эгаси эканлигимизни таъкидлайди. Улар мусиқий-ритмик, визуал-кўриш, лингвистик-оғзаки, математик-мантиқий, кинестетик-танага оид, одамлараро, шахсий ва табиатан. [4.262-бет] Мултимедиа воситалариушбу интеллект турларининг деярли барчасига, яққол тўрттасига бевосита таъсир кўрсатади. Буни қуйида мисоллар билан тушунтиришга ҳаракат қилдик:

1. Мусиқий-ритмик интеллектга мултимедиа воситаларининг таъсири.

Мултимедиа воситаларидаги аудиофайлларни юклаш функцияси орқали болаларда талаффуз имкониятлари кенгаяди. Тасвирларга сўзларнинг ўқилиши ҳам жойланиши мумкин. Инсон ҳаёти мобайнида ташқи дунёдан қабул қиладиган ахборотларининг жуда кўп қисми эшитиш орқали амалга ошади. Ва бу йўл билан ҳосил бўлган маълумотлар бошқа сезги органлари билан қабул қилинган маълумотларга нисбатан анча тўлиқ бўлади. Айрим инсонларда эшитиш қобилияти юқори даражада ривожланади. Муҳим жиҳати эшитувнинг юқорилигида эмас, балки у бажара оладиган вазифаларда. Марказий нерв системасига ташқи ва ички муҳитда содир бўлиб турадиган барча жараёнлар тўғрисида ахборот келиб туради. Бу ахборот сезги органлари орқали қабул қилинади. Ҳар бир сезги органи фақат муайян турдаги таъсирот идрок этилишини таъминлайди. Масалан, кўз ёруғликдан, қулоқ товушдан таъсирланади. [2.157-бет.]

2. Визуал-кўриш интеллектига мултимедиа воситаларининг таъсири.

Мултимедиа воситаларидан бири ҳисобланган анимацион технологиялар**,** асосан графикларни “жонлантириш”га қаратилган экан, ўқувчи уни бевосита визуал йўл билан қабул қилади. Методикада бу тушунча “образли хотира” атамаси билан ҳам изоҳланади. Кўриш орқали қабул қилинган маълумотлар инсон миясида ҳам ихтиёрий, ҳам ихтиёрсиз равишда сақланиб қолади. “Образли хотира” тушунчасининг аҳамияти катта эканлигини биз чет тилини иккинчи тил сифатида ўрганаётган ўзга тилли инсонлар учун чоп этиладиган китобларда ҳам кўришимиз мумкин. Чунки расмлар, тасвир, анимациялар – умуман мултимедия воситаларининг тили бўлмайди. Улар маълум сезги аъзолари орқали қабул қилинади. Шу сабабдан уларни “умумжаҳон

тили” деб аташимиз мумкин бўлади. Кўриш орқали биз теварак-атрофдаги нарсалар ва ҳодисаларни пайқаймиз, уларнинг ҳаракатини ва ўзгаришини кузатамиз, шакли, ранги, ўлчами ва турган жойини билиб оламиз. Инсоннинг ўқиши, ёзиши, расм чизиши, томоша қилиши, транспорт воситаларини ҳайдаши, илм олиши, ҳунар ўрганиши ва бошқа барча фаолияти кўриш билан боғлиқ. Одам ташқи дунёдан оладиган ахборотнинг деярли 90 фоизини кўз орқали қабул қилади.[1.159-бет] Визуализация жуда болаларбоп саналади, чунки у болаларнинг шусиз ҳам ўта фаол тасаввуридан фойдаланади ва уни ижобий ўзанга йўналтиради. Гап имтихон топшириш ҳақида кетадими ёки янги дўст орттириш ҳақидами – фарқи йўқ, бу техника ҳайратланарли натижалар беради. Болаларда тасаввур жуда кучли, шу сабабли вузиализация ғоясини улар енгил қабул қиладилар. [1.38–39-бет]

3. Лингвистик-оғзаки интеллектга мултимедиа воситаларининг таъсири.

Анимацион видеолар, тақдимотлар болани лингвистик жиҳатдан ҳам ўзига жалб эта олади. Негаки, унда назарий маълумотлар ва янги сўзлар ўқувчи тафаккурига тасвирлар, овозлар ёрдамида кириб боради. Аввалига мавзу юзасидан ўрганувчида умумий тасаввур ҳосил бўлади. Ҳар гал маълум жониворлар расмини кўрганда ундаги лингвистик интеллект ишга тушади. Ва ушбу қобилият орқали бола янги ўрганган сўзларини тез эслаб қолади ва улар хотирада узоқ вақт сақланади.

4. Математик-мантиқий интеллектга мултимедиа воситаларининг таъсири.

Математик-мантиқий интеллект фақат ҳисоб-китобга йўналтирилган интеллект эмас, балки у мантиқ ёрдамида илмий жумбоқларни таҳлил қилиш, муаммони аниқлаш, уларга муқобил ечим топишни ўз ичига олади. Мултимедиа воситалари ушбу интеллект турига тўғридан-тўғри эмас, билвосита таъсир кўрсатади. Ва ушбу таъсирлар юқоридаги уч интеллект ўзагида амалга оширилади. Ушбу тафаккур турини шакллантиришда Мултимедиа воситаларининг аҳамиятини “Тўртинчиси ортиқча” методида кўришимиз мумкин. Болага “Animals” мавзусига оид 3 та сўз, айтайлик, сат, дог ва тигер, сўнг битта бошқа мавзуга оид, масалан, “car” тасвирлари берилади. Бола мантиқан қай бир жавоб ортиқча эканлигини топиши керак. Кейинги босқичда метод бироз мураккаблашиб, сат, дог, тигер ва ҳен тасвирлари берилади. Бола энди туркумлараро саралашни мантиқ орқали амалга ошириши керак бўлади. Яъни “Domestic animals” ва “Wild animals” мавзуларини билиши керак. Бу ақлий қобилият болаларда мантиқий, ижодий ва танқидий тафаккур ривожланишига ёрдам беради.

Юқорида келтирилган мисоллар чет тилини ўқитишда Мултимедиа воситаларининг бошқа интеллект турларига таъсири мавжуд эмас ёки бу тушунчалар фақат болаларни ўқитишда аҳамиятли, деган фикрни ифодаламайди. Балки ушбу янги ёндашувлар бошқа интеллект турларига ҳам билвосита таъсир этади ва таълим жараёнининг самарадорлигини янада оширади. Улардан таълимнинг барча босқичларида фойдаланиш мақсадга мувофиқдир.

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USING MULTIMEDIA TECHNOLOGIES IN HIGHER EDUCATION

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Abstrakt: At the methodological level, the specific goals of training programs within the framework of the "competence-based approach" are determined depending on the acquired competencies of future graduates. Such a statement of the problem absolutely corresponds to the structure of multidisciplinary education, or, since there is a practice of English designation, to the Liberal Arts system.

Key Words:multimedia, speech, video, music, pedagogical level, methodological level, Projects Method.

Trends in the development of the modern system of higher education are inextricably linked with the widespread introduction into the educational process of various forms, methods and means of active learning.

One of the leading trends in the informatization of society is the development of multimedia technologies, their penetration into various spheres of social life: production, business, science, education, mass consumer culture. Providing a wealth of content and form, a combination of different types of text, graphics, speech, music, video, photo information and a variety of ways to extract them, these technologies form a multimedia perception of the world

The use of multimedia technologies opens up new opportunities in the organization of the educational process, as well as the development of creative abilities of students. For the effective implementation of active learning methods requires a large and serious work to equip a sufficient number of computers, as well as in the preparation of methodological and information base in the organization of the educational process. This will ensure the implementation of methods of active training in improving the quality of training, taking into account the increased requirements in the market.

Currently, multimedia technology is one of the most rapidly developing areas of new information technologies in the educational process.

The first task is to create such models of knowledge representation, in which it would be possible to represent by monotonous means both objects characteristic of logical thinking and images-pictures, with which figurative thinking operates. The second task is to visualize the human knowledge for which it is not yet possible

choose text descriptions. The third is the search for ways to move from the observed images-pictures to the formulation of a hypothesis about the mechanisms and processes that are hidden behind the dynamics of the observed pictures.

Thus, the obvious advantages of using multimedia technologies (operational use of information, connection of audio and visual material, etc.) in the organization of the educational process are not in doubt. The use of such technologies has substantially increased the educational information that makes it more clear to read and easy to digest.

The joint efforts of education workers, scientists, programmers, manufacturers of multimedia teaching AIDS and teachers-practitioners create a new information educational environment in which the integration of educational and information approaches to the content of education, methods and technologies of training becomes decisive.

Multimedia technologies are one of the most promising and popular areas of computer science. They aim to create a product containing " collections of images, texts and data accompanied by sound, video, animation and other visual effects (Simulation), including an interactive interface and other

control mechanisms." This definition was formulated in 1988 by the largest European Commission dealing with the introduction and use of new technologies.

The ideological prerequisite for the emergence of multimedia technology is considered the concept of memory organization "MEMEX", proposed in 1945 by the American scientist van Niver Bush. It provided for the search for information in accordance with its semantic content, and not on formal grounds (in order of numbers, indexes or alphabetically, etc.) This idea found its expression and computer implementation first in the form of a system of hypertext (a system working with combinations of text materials), and then hypermedia (a system working with a combination of graphics, sound, video and animation), and finally, in multimedia, combining both these systems.

However, the surge of interest in the late 80-ies to the use of multimedia technology in the Humanities is associated, of course, with the name of the outstanding American computer scientist-businessman bill gates, who owns the idea of creating and successfully implementing in practice a multimedia (commercial) product based on the service Museum inventory database using all possible "environments": images, sound, animation, hypertext system ("National Art Gallery. London").

The modern education system is increasingly using information technology and computer telecommunications, which is facilitated by a number of factors, and, above all, - equipping educational institutions with powerful computers and the development of the Internet community.

The scope of application of computers in teaching and research is vast. It is possible to allocate the following priority questions of integration of computer technologies in educational process:

– psychological and pedagogical cycle,

– systematization of educational computer tools;

– consideration of the role of the global INTERNET in learning.

Each teacher has his own style of work. Someone used to work at the blackboard, someone prefers to explain the material, sitting at his Desk or standing at the podium, someone easier and more accustomed to move freely around the audience.

But, be that as it may, many teachers are faced with the need to demonstrate visual materials. Lecture and seminar form of education should be combined with modern innovative solutions.

Studying foreign experience, it is possible to allocate the following important aspect: the teacher acts not as the distributor of information (as it is traditionally accepted), and as the consultant, the adviser, sometimes even the colleague of the trained. This gives some positive aspects: students are actively involved in the learning process, learn to think independently, to put forward their points of view, to simulate real situations.

The use of multimedia technologies allows the teacher to manage the demonstration of visual material much more effectively, organize group work and create their own innovative developments, while not breaking the usual rhythm and style of work.

Training multimedia capabilities

The word "multimedia" has become popular since the 90s of the 20th century.

Multimedia - (eng.) multi-component environment that allows the use of text, graphics, video and animation.

"Multimedia" means the ability to work with information in a variety of ways, not just digitally, as with conventional computers. Multimedia computers allow you to play sound (music, speech, etc.), as well as video information (videos, animated films, etc.). Video effects can be represented by showing removable computer slides, cartoons, video clips, moving images and texts, changing the color and scale of the image, its flickering and gradual disappearance, etc.

Multimedia programs use certain way of transmitting information:

1. Interaction of various information blocks (text, graphics, video clips) by means of hyperlinks. Hyperlinks are presented in the form of specially designed text, or in the form of a specific graphic image. Several hyperlinks can be placed on the screen at the same time, and each of them determines its route.

2. Interactivity, that is, the user's dialog mode of work with the source, in which he can independently choose the information he is interested in, the speed and sequence of its transmission.

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PROMOTING STUDENTS' COMMUNICATIVE COMPETENCE AND CONFIDENCE VIA INNOVATIVE APPROACHES

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Annotation. The article deals with the role and effects of contemporary methods in teaching in order to enhance learners' communicative competence and self-esteem in teaching foreign languages. The main attention of the article is focused on the benefits and effective ways of organizing EFL classes, analysis of particular obstacles can be faced by students while making communication and language's peculiarities, linguistic and non-linguistic factors connected to the language and circumstances in which the language behaviors occur.

Key words: communicative competence, students' confidence, CLT, pragmatic failure,personal ability.

The worldwide ever-increasing demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals. They want to be able to master English to a high levelof accuracy and fluency. English is the language of international business, science, and culture [Benzie, 2010, 447-459; Ferguson,Pérez-Llantada; & Plo, 2011, 41-59]. Thus, it is natural that language teachers, philologists, methodologists are required to be more creative, and innovative ever. Though a great deal of have been done in the sphere, as many scientists say many EFL programs around the world, however, use instructional designs that fail to focus on the diverse needs of students [Halverson, Grigg, Prichett, & Thomas, 2007; 159-194]. The demand foran appropriate teaching methodology is therefore as strong as ever. The contemporarymethodology known as communicative language teaching, or CLT has influenced approaches to language teaching today. Since its implementation inthe 1970s, CLT has served as a major source of influence on language teachingpractice around the world. Many of the issues raised by a communicative teaching methodology are still relevant today though year by year new approaches, strategies and methods are being developed.

We can say that successful communication is more than exchanging information. It's about understanding the concept and emotion behind the information presented. The problem of cultural

misunderstanding becomes even morecomplicated when a second or foreign language learner attempts to usehis or her learned language to communicate with the native speakers of thelanguage. Because anyone neither can separate a language from its own culture, nor can they distance themselves from their own culture, any second or foreignlanguage learner finds the task of sending and receiving particular information or messages using the learned language to be of great challenge which often ends in unfavorable consequences. Therefore, while learning or teaching a foreign language one should take into consideration the language's peculiarities, linguistic and non-linguistic factors connected to the language and circumstances in which the language behaviors occur. A number of cross-cultural speech act pragmatic studies have concluded that second and foreign language learners may fail to communicate effectively (i.e., commit pragmatic failures) even when theyhave an excellent grammatical and lexical command of the targetlanguage [Eisenstein and Bodman, 1986, 167-185; Bouton, 1994, 157-167].Moreover, it was found that the lack of knowledge in thesociolinguistic rules may lead to pragmatic failures.

Integrative and instrumental motivation, satisfaction, confidence, and actual performance all can be improved simultaneously if the instructor can choose appropriate methods and can approach the teaching process appropriately. Affective variables, such as anxiety, motivation, and self-efficacy, coupled with positive peer dynamics and teacher support, all can influence the students' reported motivation, confidence, and satisfaction. According to my work experience I can suggest some steps which can be useful for effective EFL teaching and enhancing students' communicative competence. I divided them pre-, while, and post- process measures. In addition to a huge number of methods there can be added some strategies:

Before choosing a particular method in teaching EFL, we should

- put questions for ourselves whether it influences to change the students' perceived level of integrative and instrumental motivation, satisfaction, confidence and actual performance in learning English over time as a result of it used;
- take into consideration that there is a connection between self-satisfaction and academic performance; Though the interplay of the factors is complex, stronger learning outcomes generally result in higher student satisfaction, whereas the more satisfied students are with a course, more motivated to work in order to produce better outcomes
- Explain thoroughly in detail if needed, usually it is necessary as the groups are multilevel;

There are some obstacles and factors for language barriers to effective English communication. A foreign language should become a personal need for students allowing them to set goals, choose language improvement strategies, and exercise self-esteem and self-control. During the process it is crucial to be a much more attentive and creative, and to have improvising skills as well.

- Teacher should try not to miss any disconnection between self-esteem and actual ability;

There are complex factors, but stronger learning outcomes generally result in higher student satisfaction. Both dynamics relate to the expectation for success or failure, and the level of control felt by the students over the process by which they achieve their desired learning goals, because these beliefs directly lead to the desired outcomes [Schneider, 2001, 48].

- Grammar is not the most significant one any more.

We can leave students' grammar mistakes, i.e. in form, tense choice, article use, word agreement, etc. are not the main factor in communication.

- Teachers should understand the body language correctly, and master the methods and principles of body language ably. Teacher's body language has a strong ever-lasting impression on students. Therefore, it is the need of the hour to use it effectively in the teaching process. Your body language often reveals more than you think it does.

Particularly, inside a classroom, it is the body language of the teacher that will often dictate the presence and the students will respond accordingly. Because it is what the students will ultimately respond to. Words can be made up, so it is not unusual to be skeptical about what's being said. Body language, on the other hand, will almost always be taken at face value. And hence, body language plays

a positive role not only in classroom teaching, but in shaping students' characters too. This is because, students often respect their teachers; even imitate their words and actions, sometimes subconsciously. For example, let's consider the effect of body language in English teaching. English classroom can literally be a stage for teachers as well as students. For the purpose that teachers teach in a comfortable environment, they can change the classroom into a shop, a hotel, a park or even a hospital. Few role plays in flow with the topic to be taught and you can expect an amazing learning experience

- Give a sense of confidence to the student speaking about your sympathy towards him or her.

Teachers should show their students that they are being listened to by your facial expression and body language. We all know to what extent our facial expressions influence, here another pattern of our physical appearance that plays a noticeable role. For instance, if you tilt your head forward while listening to your speaking student it may determine that there is something wrong with their speech or they may feel to be disregarded and cause hesitation. On the contrary, a listener's open face with a little smile and a bit raised chin can absolutely enhance the speaker's self-confidence. Moreover, crossed hands, eyes glued to the phone screen or outside through the window, etc. Eye contact is also a big giveaway; making and maintaining eye contact is a big indicator of confidence. Think about the signals your body is giving off when you're talking to other people, and you might notice a change in how others perceive you.

After each lesson, task or assignment an effective feedback is also essential. Well organized feedback inspires learners to do better next time.

The presented EFL instructional model has two strengths: First of all, it demonstrates that students' interaction, properly guided, results in improved motivation, confidence, satisfaction, and actual performance, and another one is CLT expands the confidence of students using learning, resulting in improved learning compared to traditional instruction.

Furthermore, the type of classroom activities proposed in CLT also presented new roles in the classroom for teachers and learners. Learners, currently, have to participate in classroom activities that are based on a cooperative rather than individualisticapproach to learning. Students are eager to become comfortable with listening totheir peers in group work or pair work activities than relying on the teacheras a model. They are now expected to take on a higher degree of responsibilityfor their own learning. And teachers now are considered in the role of facilitatorand monitor. Rather than being a model for correct speech and writing and onewith the main responsibility of making students produce a lot of error-freesentences, the teachers are expected to develop a different views of learners' errors and oftheir own role in facilitating language learning and in conducting communication.

To conclude, although to enhance learners' communicative competence a huge number of methods and strategies have been developed, teachers should be aware of the chosen methods consequences expected and find or decide the most suitable approach to them. Here are some outcomes from this article such as:

- Language learning should be learning to communicate;
- Any helpful device suitable for age, interests, etc. is accepted;
- The main goal is communicative competence;
- Teachers help them in any way that motivates them to work with the language;
- Interactions in learning are expected;
- Intrinsic motivation comes from an interest;
- Form is not essential in communication but semantics;
- There is a connection between self-confidence and personal ability;
- Meaning is essential than structure and form.

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MULTIMEDIA AND ITS ROLE IN THE MODERN WORLD

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Annotation: Today, progress can not be imagined without information and communication technologies. Great attention is paid to the issues of informatization of education in Uzbekistan. In particular, in order to improve the quality of general secondary education through the development, improvement and introduction of e-learning resources on the basis of information and communication technologies in our country, the Center for the development of multimedia secondary education programs was established under the Ministry of public education of the Republic of Uzbekistan.

Key words: Multimedia, modern, communication, information, forms, media.

It should be noted that the rational use of modern information and communication technologies in the process of further development of the educational system will be an important factor in further improving the quality of Education. The introduction of modern information technologies into the educational process creates an opportunity to provide economic benefits, as well as to widely apply new educational methods in education. Specialized audiences are becoming increasingly popular in classrooms equipped with computers, television and video recording. Even it is being interpreted as a separate video. In the course of the lesson, Multimedia is the main role in the use of Information Technology. Multimedia is an embodiment of the delivery of educational materials to students, students on the basis of software and technical means of Informatics on the basis of audio, video, photo, text, graphics, animation tables. Multimedia is developed to transmit sound, data and images over regional, regional and global networks.

Multimedia (multiple media, eng.) is the interaction of visual and audio information under the control of interactive software using modern hardware and software, they combine text, sound, graphics, photos, videos in one digital representation.

For example, a single container object can contain text, audio, graphics, and video information, and possibly a way to interact with it.

The term multimedia is also often used to refer to media that can store large amounts of data and provide fairly quick access to them (the first media of this type were CD – compact disk). In this case, the term multimedia means that the computer can use such media and provide information to the user through all possible types of data, such as audio, video, animation, image and others in addition to traditional ways of providing information, such as text. The definition given above is actually a user definition, that is, a General simplified definition of multimedia for the understanding of the computer user. The scientific and technical definition of multimedia is somewhat different.

Multimedia are multiple information environments-interfaces that provide input/output of information of different types to the computer, computer creation, processing and display of information of different levels and structures for perception by different human senses at the same time.

Multimedia is a set of information media-channels, each of which has its own specific form corresponding to its level and purpose.

The main environments are ordered in ascending order, as follows:

– binary environments that include processor instructions, program and data binaries

– contact environment, which is a tactile, strain, electric, capacitive and other touch environment, used to input mechanical code and other spatial-dependent information;

– text environments, which are text data for people, program texts for interpreters, other text information;

– audio streams, which are sound files, series of digitized sound, sets of musical audio data and other types of digital sound;

– graphical environments, which are files of drawings, photographs and other two-dimensional graphical information;

– video streams, which are video files, series of dynamic graphic information;

– virtual reality, which is an interactive 3D video stream.

Use of multimedia provides ease of perception of information by the person as the person has means and ways of processing of information essentially different from the computer, having the form of perception convenient for the person.

If a computer is characterized by binary-discrete forms of information with electrical transmission of information signals (1/0), then for a person - multimodal-analog forms of predominantly non-electric nature (light, sound, pressure, etc.).)

Without the creation of such environments, human perception of computer information is extremely difficult, and even more difficult is the transfer of multimodal information from one person to another through computer means.

Therefore, the technology and technology of multimedia includes a wide range of different interfaces, as input interfaces (sensors-video camera, microphone, touch screen, etc., converters-ADC, special processors to convert external information) and output interfaces (displays, sound sources, etc.).

Multimedia tools can include the following:

Text materials. The textual lecture part of the organization of theoretical classes occupies the most significant place. As a rule, all materials included in the curriculum are created in text form, after which, in addition to them, audio and video materials are developed. The presentation of the instructional material in this pseudonym provides for the elimination of a number of shortcomings of traditional lectures (copying, recording the necessary places, excessive time spent by the speaker to repeat it over and over again). The necessary accents in the text of the lecture are given by color, shape of letters and illustrations, which ensures the transmission of emotions.

Audio materials. This type of material is distributed through two modes. Audio materials in On-line mode are distributed using communication technologies. Audio materials in Off-line mode are recorded in cassettes, audiodisc, files the case is distributed through network technologies. Listening to lectures by educators is also done through audio devices that are equally convenient and compact.

Video materials are transmitted in synchronous and asynchronous order. Simultaneous, direct transmission of video materials ensures direct communication of educator and educator, embodies all positive aspects inherent in traditional lectures, ensures that educators and educators see and hear each other in real time.

When transferring training materials in asynchronous order, video materials are recorded and distributed on video cassettes and discs. The composition of such video materials includes lectures, educational scientific-popular video materials on the subject, video recordings of meetings with mature specialists of this field. The use of such video materials can optionally be performed anywhere

and anytime, over and over again.

Animation lectures are delivered to educators through instructional computer programs that have an interactive structure. Animation lectures are formed using multimedia technology. In this each educator chooses the training, the pace of mastering and the method of learning in the animation lecture, proceeding from its psychophysiological nature. Practical training is based on simulators, virtual reality-based teaching tools, expert teaching systems, embodying the modern achievements of computer technology. In the distance learning system, simulators provide for the acquisition of intelligence and on the basis of imitation of labor operations. Virtual reality allows you to accelerate the processes of qualification on the basis of the principles of idealization of the environment. Expert training systems are aimed at identifying the level of knowledge of the educators and organizing the development processes on the basis of knowledge and data bank, which can perform the function of a mature specialist of the relevant field of activity.

Classification multimedia. Multimedia can be divided into linear (no feedback) and interactive environments.

Cinema can be an analogue of the linear way of representation. The person viewing this document cannot influence its conclusion in any way.

Interactive (non-linear) way of presenting information allows a person, programs, networks to participate in the output of information, interacting in any way with the means of displaying multimedia data. The involvement of two or more parties in this process is called “interactivity”. This method of human-computer interaction is most fully represented in the categories of computer games. The interactive way of presenting multimedia data is sometimes referred to as ”hypermedia”.

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DEVELOPMENT OF PRAGMATIC COMPETENCE THROUGH LISTENING

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Annotation: This article proffers an alternative structure of pragmatic competence in verbal communication, which imposes pragmatic competence an additional structure within the framework of communication, which directed to pragmatic understanding and interference comprehension of learners and conveying pragmatic meaning. And also explores the role of listening comprehension activities as an additional methodological approach for promoting pragmatic progress.

Key words: Pragmatic Competence,Conversational-interactions, Sociolinguistic Competence, Second Language, Listening Comprehension.

In order to increase learners‘ communicative competence pragmatic development admit the significance of providing pragmatic input. First of all, learners need a lot of exposure to comprehensible input for developing the ability to speak. In other words, understanding lead in production. Therefore, receptive skills play an important role in the second language teaching program.[1]

Taking into account the communication needs of students, listening comprehension exercises are an excellent source of comprehensible information and resemble real-life communication. Moreover, listening comprehension processes include both bottoms-up and top-down micro-processing skills, which collectively enable the activation of pragmatic phenomena embedded in oral discourse. Thence, listening comprehension exercises can also be used to promote pragmatic growth. A communicative competence acquiring person gains knowledge andthe ability to utilize the language as to whether or not something is:formallypossible; feasible in virtue of the means of implementation available; appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated; and is in fact done.

There are four types of communicative competence:[2]

Linguistic or grammatical competence – is the ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence isimportant since it explains how utterances and sentences are structured – structuralconceptualization of language. However, these rules are not enough to accomplish acommunicative goal since non-linguistic factors play a role in constructing social meanings.

Pragmatic/discourse competence – an ability to interpret and convey meaning in context.To understand a dynamic meaning depends on time, space, and social context. While communicating people not only exchange meaningful structures and semantics but they transferintentions. An utterance carries within itself such intentions of a speaker. This intention is tied totime, space, and social context. To able to interpret these intentions in communications is topossess a pragmatic/ discourse competence.

Sociolinguistic competence – being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a society. Sociolinguisticcompetence targets at developing students’ ability to understand how different cultures choicedifferent grammar, syntax, semantic, stylistics in describing the same objects, subjects, andprocesses. It also tries to understand how something is spoken appropriately in a social context.

Strategic competence – while lacking knowledge in linguistic, sociolinguistic, and pragmatic competences, strategic competence is being able to overcome such a shortage of knowledge by delivering a message from one language into another one with the help of meansother than those in linguistic, sociolinguistic, and pragmatic competencies. While communicatingwith different people in a foreign language we are not always aware of certain words. To be able to deliver the meaning of these unknown words without using these words themselves implies the possession of strategic competence.

Exposition of the understanding of the processes at the listening, and taxonomy of micro-skills of listening comprehension aimed at demonstration of how pragmatic phenomenon embedded in oral discourse, can be isolated using a strategic approach to listening. To achieve mastery of listening, learners need practice in drawing inferences, since semantic and pragmatic inference are embedded in verbal communication.

In the second language classroom, listening is becoming more and more important. According to Stephen Krashens, second language acquisition has given listening a major boost by emphasizing the importance of comprehensible input and the assumption that listening is fundamental to speaking since it provides input for the learner. [3] As well, listening passages can be used for language work as learners can notice linguistic elements (grammar, function, and vocabulary) in context.

An essential component of the communicative situation is an authentic materials which involve some aural comprehension as given: listening to the weather forecast, sports report, announcements, news,etc. on the radio; discussing work, current problems with family or colleagues; making

arrangements, exchanging news etc. with acquaintances; making arrangements, exchanging news etc. over the phone; chatting at a party, other social gathering; hearing announcements over the loud speaker real-life listening activities are characterized by the following features: listen for a purpose and with specific expectations; make an immediate reply to what heard; see the person whom are listening to; there are some visual or environmental clues as to the meaning of what is heard; stretches of heard discourse come in short chunks; most heard discourse is unrehearsed and that's way differentiates from formal spoken prose in the amount of redundancy, noise and colloquialisms, and in its auditory character.[4] Albeit particular situations may miss one or more of these characteristics, it is rather rare for none of them to be present.

In terms of latent meanings, inference is made by a top-down strategy that is conveyed using spoken meanings and illocutionary interpreted by the power of verbal action, while bottom-up strategies allow learners to decode spoken language.

Furthermore, the previously introduced taxonomies of listening skills sub-divisions hint learners practice in noticing aspects that influence meaning of pronunciation. [5]

All in all, interpreting cultural references and figures of speech or to raise their awareness of differences of dialect, variety, register and naturalness learners should do listening comprehension exercises. On the other hand, focusing on the degree of formality of speech acts or on how linguistic choices and politeness strategies influence the degree of imposition of face threatening act learners may perform noticing and restructuring activities

In conclusion, I would like to say that listening comprehension activities that reinforce outward pragmatic sub-competence through a strategic listening approach are practically possible with listening comprehension activities.

While pre-listening activities can promote learners' content and regular pattern, listening activities focusing on particular spoken and instructional listening micro-skills can attract learners' attention to pragmatic phenomena embedded in verbal interaction.

Nevertheless, inconclusive was the outputs of the empirical project, as to the extent to which listening activities are potentially capable of enhancing conversational-interactions and sociolinguistic sub-competencies. Thus, along with more specific assessment tools, further research on the impact of performance listening on these sub-competencies appears to be needed

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ОСНОВЫ ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

КУБЕДИНОВА ЭЛЬНАРА РАФИКОВНА
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Аннотация. В данной статье рассматривается ряд задач, связанных с подъемом дальнейшего совершенствования образования и подготовки кадров в нашей стране на новый уровень, развитием дистанционного образования в системе образования как более совершенной, эффективной формы обучения, необходимостью научно-методического сопровождения его.
Ключевые слова: дистанционное обучение, ИКТ, Интернет, электронный учебник.

Abstract. This article covers a number of tasks related to the rise of further improvement of education and training in our country to a new level, the development of distance education in the educational system as a more perfect, effective form of education, the need for scientific methodological accompaniment to it.
Key words: distance learning, ICT, Internet, electronic textbook.

Дистанционные технологии обучения – это такое понимание образовательных технологий, при котором учебно-педагогический работник полностью или частично взаимодействует друг с другом на расстоянии, осуществляется в основном при поддержке информационно-телекоммуникационных технологий. При применении дистанционных образовательных технологий педагог не участвует в обучении, а выполняет задания и общается с тьютором по электронной почте, либо дает тьюторам консультацию через блог или сайт во внеучебное время [1].

Термин» дистанционный « впервые был использован Висконсинским государственным университетом на заочных (корреспондентских) курсах с 1892 года. Понятно, что дистанционное образование организуется дистанционно. Это считалось для него синонимом: «обучение корреспонденции», «учеба на дому» и т. д. В целях обеспечения интерактивности при реализации процесса дистанционного обучения все компоненты обучения, в основном с использованием средств информационно-коммуникационных технологий, Интернет- технологий; предусматривается применение цели, содержания, метода, формы, средств на практике.

В мире существует множество баз интерактивного образования, в том числе база данных центра общего образования, принадлежащего Британскому открытому университету, которую можно привести в качестве примера. Действует Международный совет дистанционного обучения «D-learning» - число слушателей, получающих дистанционное обучение, растет день ото дня [2]. Необходимо признать, что особенности стиля дистанционного обучения, его многочисленные преимущества, такие как креативность в обучении, возможность самостоятельного обучения, свобода в распределении времени на получение знаний, нашли отражение в педагогических исследованиях крупных ученых нашей страны, широко освещаются в его брошюрах. Отрадно также, что в нашей стране интеллигенция, в том числе и педагоги, все те, кто уделяет внимание воспитанию нового поколения, особенно слушателей, все больше стремятся к интерактивному образованию с помощью современных компьютерных и телекоммуникационных технологий, в частности, онлайн-образования. Основные компоненты дистанционного обучения условно можно разделить на две категории:

• интерактивные (электронные учебники, учебные программы, данные, базы знаний, веб-сайты, аудио -, видеоинструменты и др.);

• неинтерактивные (печатные материалы, аудио -, видеофайлы и т. Д.).

Методы, используемые в дистанционном обучении, могут включать в себя следующее:

• методика преподавания или самостоятельное обучение без участия преподавателя (минимизация эффективности работы преподавателя в преподавании или методике преподавания с использованием образовательных ресурсов);

• индивидуализированная методика преподавания и обучения (обучение в индивидуальном порядке: преподаватель - воспитатель или воспитатель-воспитатель);

• метод обучения с помощью тьютора или специалиста (основную задачу в обучении выполняют информационные технологии, поставляющие учебные материалы);

• методы обучения, основанные на активном сотрудничестве участников образовательного процесса (коллаборативное обучение: тьютор-воспитатели и воспитатели- воспитатели.

Технологии, основанные на дистанционном обучении, проходят различные стадии, включая использование телефона, факса, простой почты, телевидения и т. д. В настоящее время модель дистанционного обучения основана на интернет-технологиях практически все авторы высказывают свои взгляды на следующие ключевые особенности дистанционного обучения: гибкость, модульность, удобство, экономическая эффективность, скорость коммуникации, широта охвата, технологичность, социальное равенство, новая роль преподавателя, специфический контроль качества.

При рассмотрении преимуществ дистанционного образования, безусловно, существует ряд преимуществ и преимуществ дистанционного образования с точки зрения организационно-педагогической, содержательной, технологической, финансовой, а также с точки зрения индивидуализации и дифференциации образования по сравнению с традиционным образованием:

• дистанционное обучение открыто, оно дает образовательные возможности всем желающим;

• дистанционное обучение служит для удовлетворения потребности педагога в приобретении знаний, для повышения его профессионального потенциала;

• дистанционное обучение дает педагогу возможность учиться, не уходя с работы, не меняя места жительства;

• независимо от того, сколько лет педагогу, у него будет неограниченный доступ к разнообразным образовательным ресурсам;

• обеспечивает возможность объединения уникальных образовательных программ, формируемых в образовательных учреждениях;

• способствует повышению социальной и профессиональной адаптивности населения, его сознательности в отношении предпринимательской и социальной активности, способности к самостоятельному мышлению.

Вместо вывода следует отметить, что в дистанционном образовании развиваются навыки самостоятельного мышления, анализа, принятия необходимых выводов, свободного выражения своего мнения, умения защищать его на своей основе, активного общения, обсуждения, дискуссии и в дальнейшем повышаются шансы подготовки высококвалифицированных специалистов. В современную информационную эпоху и пандемический период в законодательстве Республики уделяется внимание системе образования и принимаются меры по ее дальнейшему совершенствованию.

В частности, дистанционное образование рассматривается всеми высшими учебными заведениями как форма обучения с целью организации «курсов дистанционного образования» на своих веб-страницах и дальнейшего его совершенствования.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК НЕРОДНОГО

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Аннотация. Вопрос о повышении эффективности обучения является одним из старейших в истории человечества. Поиск оптимальных форм и методов неразрывно связан с развитием инновационных технологий, которые в определенный момент могут иметь решающее значение.

Ключевые слова: инновационный, воспитание, коммуникативно-речевые функции, обучение, общение.

Annotation. The question of improving the effectiveness of teaching is one of the oldest in the history of mankind. The search for optimal forms and methods is inextricably linked with the development of innovative technologies, which at some point can be of decisive importance.

Key words: innovative, education, communication and speech functions, training, communication.

Для современного общества необходимы думающие и образованные люди. Образование, включающее в себя воспитание и обучение, направлено на то, чтобы в современном мире объективно сложившиеся условия существования конкретного индивида отвечали потребностям всего общества. Это касается существенных сторон жизни и деятельности конкретного человека, прежде всего его познавательной активности и речевого общения. В связи с этим в последние годы на первый план в образовании выходят коммуникативно-речевые функции обучения, и, следовательно, предметы языкового цикла.

Требования к коммуникативной компетентности с учетом изменившегося контингента и коммуникативных потребностей обучаемых обусловили создание системы стандартов, программ, лексических минимумов и контрольно-измерительных материалов по русскому языку как иностранному.

Стремительное развитие общества требует от человека умения быстро адаптироваться к резко изменяющимся условиям существования.

Именно поэтому творческая деятельность становится необходимым условием научно-технического прогресса, что требует переосмысления учебного процесса и предъявления новых требований к содержанию и развитию образования, которые в части владения иностранным языком предполагают умения не только понимать письменную и устную речь, но и эффективно действовать в условиях иноязычного общения, что подразумевает более высокий уровень языковой и речевой подготовки

Овладение методикой преподавания русского языка как неродного становится важным условием и составной частью подготовки студентов педагогических вузов к их будущей профессиональной деятельности.

Мировой опыт (прежде всего европейский) со всей определённостью показывает, что языковой (шире – цивилизационно –культурный) барьер, неизбежно возникающий между населением принимающей страны и, может стать причиной глубоких противоречий. В этих условиях образование, в частности освоение русского языка как нового, оказывается средством, способным «преобразовать».

Ученые выявляют педагогические условия, определяющие эффективность образовательного процесса, среди которых основными являются мотивированность и активность обучаемо-

го. Поэтому не случайно, что развитие инновационных форм обучения идет по пути развития усиления в первую очередь именно этих аспектов. Инновационные технологии призваны помочь человеку двигаться вперед и улучшать его жизненное пространство.

Если поставить основной целью изучения иностранного языка - формирование коммуникативной компетенции, то все остальные цели (воспитательная, образовательная развивающая) реализуются в процессе этой главной цели. Конечной целью обучения является научить свободному ориентированию в иноязычной среде и умению адекватно реагировать в различных ситуациях.

Коммуникативный подход подразумевает обучение общению и формированию способности к межкультурному взаимодействию, что является основой функционирования Интернета.

Коммуникативный метод дает возможность разрушить психологический барьер между преподавателем и обучаемым. Когда обучаемые перестают чувствовать «дистанцию» между собой и преподавателем, когда им интересно, весело и приятно общаться с педагогом - им проще начать разговаривать на чужом языке.

Инновационная деятельность предполагает систему взаимосвязанных видов работ, совокупность которых обеспечивает появление действительных инноваций. А именно:

- научно-исследовательская деятельность, направленная на получение нового знания о том, как нечто может быть («открытие»), и о том, как нечто можно сделать («изобретение»);
- проектная деятельность, направленная на разработку особого, инструментально-технологического знания о том, как на основе научного знания в заданных условиях необходимо действовать, чтобы получилось то, что может или должно быть («инновационный проект»);
- образовательная деятельность, направленная на профессиональное развитие субъектов определенной практики, на формирование у каждого личного знания (опыта) о том, что и как они должны делать, чтобы инновационный проект воплотился в практике («реализация»).

Все инновационные технологии обучения иностранному языку в учебном заведении можно условно разделить на две группы:

1. Информационно-коммуникативные технологии (компьютерные программы, мультимедийные средства, электронные учебники, Интернет-ресурсы, онлайн словари и библиотеки)

2. Личностно-ориентированные технологии (разноуровневое обучение, работа над исследовательским проектом, проблемное обучение, обучение в сотрудничестве, модульно-блочное обучение, игровое обучение).

Перечисленные технологии тесно взаимодействуют друг с другом и, поэтому современному преподавателю иностранного языка следует применять различные технологии обучения, чтобы избежать монотонности процесса освоения иностранного языка, разнообразить, заинтересовать и мотивировать студентов, вовлечь их в интеллектуальный творческий поиск самопознания и саморазвития.

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TARJIMONNING KOMMUNIKATIV KOMPETENSIYASI UNSURLARI

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Annotatsiya: *Maqolada tarjimonning kommunikativ kompetensiyasi unsurlari va kommunikativ kompetentsiya modellari, yozma va og‘zaki tarjimani o‘qitishdagi roli tahlil qilingan.*

Kalit so‘zlar:*kompetentsiya, lingvistik, pragmatik, diskursiv, Sotsiolingvistik*

Tarjimonning kommunikativ kompetentsiyasi ikki ishchi tilda samarali muloqot qilish uchun zarur bo‘lgan bilim va ko‘nikmalarning asosiy tizimi sifatida belgilanadi. Kommunikativ kompetentsiya modellari, yozma va og‘zaki tarjimani o‘qitish va tarjimonning kommunikativ kompetentsiyasini rivojlantirish uchun qo‘yilgan tadqiqotlar va maqsadlarga asoslanib, tarjimon quyidagi vakolatlarga ega bo‘lishi kerak.

– lingvistik kompetensiya;
– sotsio lingvistik kompetensiya;
– pragmatik kompetensiya;
– diskursiv kompetensiya.

Ammo, Buehler (1996) aniq ta’kidlaganidek, har xil kompetensiyalar doimiy ravishda pastdan yuqoriga /yuqoridan pastga qarab o‘zaro bog‘liqdir. Amaliyotda ham tildan foydalanish, ham tilni o‘rgatishni mutlaqo ajratib bo‘lmaydi. Buning o‘rniga har bir o‘quv bo‘limida faqat bitta yoki bir nechta kompetentsiyani ta’kidlash mumkin. Masalan, matn ichidagi havolalar nutqning ravonligini ta’minlaydi. Ammo ma’lumot til grammatikasining bir qismi bo‘lgan (grammatik kompetentsiya) va shu til tizimiga qarab o‘zgaradigan olmoshlar, valentliklar va boshqalardan foydalanishga bog‘liq (Beebi, 1996,95-bet).

Shuninguchunkommunikativkompetentsiyaichidagivakolatlaralohidaravishdarivojlantirilmaydi. Aksincha, o‘zaro bog‘liqlik mavjudligi sababli ular bir-biri bilan o‘zaro munosabatda bo‘ladi, bu esa har qanday kompetentsiyani egallashga yordam beradi. Buni yodda tutgan holda, amaliy sabablarga ko‘ra va ushbu tezisning maqsadlari, ushbu vakolatlar nimani anglatishini hisobga olish uchun uning asosiy tarkibiy qismlariga bo‘linadi. Har bir kompetensiyaning tarkibiy qismlari quyidagi qismlarda tavsiflanadi.

1. Lingvistik kompetentsiya

Lingvistik kompetentsiya til tizimning grammatika, leksika, talaffuz va ortotipografiyani tartibga soluvchi umumiy qoidalar nuqtai nazaridan bilimlarni o‘z ichiga oladi. Grammatikaga morfologiya (nutq va so‘z shakllanishi qismlari), sintaksis (paradigmatik va sintagmatik munosabatlar, jumla turi, iboralar va gaplar) kiradi. Ortotipografiya tinish, imlo, bosh harflar, belgilar va hokazolarni tartibga soluvchi qoidalarga taalluqlidir. Ushbu kompetentsiya semantika haqida, aniqrog‘i, til leksikasi haqida bilimlarni o‘z ichiga oladi, ularni (1) bir xil semantik sohaga tegishli individual so‘zlarga va bu so‘zlarning leksik-semantik va assotsiativ munosabatlar nuqtai nazaridan qanday bog‘liqligi va (2) ma’lum darajada qat’iylik va iboraviylikni ko‘rsatadigan so‘z birikmalari, ya’ni frazeologiyalar (masalan, iboralar, formulalar, qo‘shma va iboraviy fe’llar). Va nihoyat, ushbu kompetensiya fonetika va fonologiya, ayniqsa segmental (masalan, fonemalar, minimal juftliklar va allofonlar) va standart ingliz tilining suprasemental xususiyatlari (masalan: urg‘u, ritm va intonatsiya) haqidagi bilimlarni o‘z ichiga oladi.

Ushbu kompetentsiya alohida ahamiyatga ega, chunki u boshqa kompetentsiyalarni rivojlantirish uchun asos bo‘lib xizmat qiladi. Avvalambor, tarjimonlar grammatikani mukammal o‘zlashtirishi, so‘z birikmalarining keng doirasiga ega bo‘lishi va ingliz fonologiyasi bilan ilg‘or darajada tanishishi kerak (ayniqsa, yozma tarjimonlardan farqli o‘laroq, og‘zaki tarjimonlar). Keyin esa ular tilning ushbu

jihatlari kontekstga yoki boshqa ijtimoiy mezonlarga qarab farq qilishi mumkinligini o‘rganishga kirishishlari mumkin.

2. Sotsiolingvistik kompetentsiya

Sotsiolingvistik kompetentsiya deganda men tilni turli xil ijtimoiy kontekstlarda uni to‘g‘ri tushunish va ishlab chiqarish uchun bilishni nazarda tutaman. Binobarin, til o‘zgaruvchanligining turli jihatlariga, ya’ni diatopik o‘zgaruvchanlikka (geografiyaga asoslangan), diastratik o‘zgarishga (ijtimoiy sinfga, jinsga va boshqalarga asoslanib) va diafazik o‘zgarishga (kontekst bo‘yicha, turli xil uslublarga olib keladigan) alohida e’tibor qaratish lozim. Bu turlar orasidagi fonologik, leksik va grammatik tafovutlar so‘zlovchi, ham tinglovchi uchun aloqaning ta’sirini bilishni anglatadi. Bundan tashqari, ushbu kompetentsiya xushmuomalalik, proksemika, noverbal til va boshqalarni o‘z ichiga olishi kerak va ushbu jihatlar tilga yoki leksik xilma-xillikka qarab farq qilishi mumkin.

Ushbu kompetentsiya juda muhim, chunki biz ma’lum bir kontekstda muayyan auditoriya uchun tarjimalar qilinishi kerakligini yodda tutishimiz kerak. Shuning uchun til har xil grammatik va leksik tanlovlarni keltirib chiqarishi mumkin bo‘lgan muayyan vaziyatga moslashtirilishi kerak. Bundan tashqari, ba’zida fonologiya, ayniqsa audiovizual tarjimada ham ahamiyatli bo‘lishi mumkin. Shu ma’noda shuni ta’kidlash kerakki, yozma va og‘zaki tarjimonlar uchun fonetika va fonologiya bo‘yicha mutaxassis bo‘lish shart emas, balki fonologik tizimni umumiy bilish va turli urg‘ular va ularning jamiyatdagi ta’siri bilan tanishish kifoyadir.

3. Pragmatik kompetensiya

Pragmatik kompetentsiyaga kelsak, menimcha, tarjimonlikka o‘qiyitgan talabalar shunchaki til tizimini bilishdan nariga o‘tib, tilning haqiqiy kontekstda qanday ko‘rinishi va til foydalanuvchilari o‘zlarining ma’nolarini yetkazishda tildan qanday foydalanishlarini batafsil o‘rganishlari kerak. Shu maqsadda talabalar nutq aloqalari va til funksiyalarini aniq o‘zlashtirib olishlari kerak, shu bilan birga ularning murakkabliklari, hamkorlik tamoyillari va tilning istehzo, hazil, metafora va metonimiya kabi maxsus qo‘llanmalari bilan tanishishlari kerak.

Bu kompetensiya, shuningdek, haqiqiy tildan foydalanish deganni o‘z ichiga oladi, ya’ni ona tilida so‘zlashadiganlar tilidan foydalanishni anglatadi. Til tomonidan taklif etilgan barcha lingvistik manbalar orasida biz tez-tez ishlatiladigan va shu tariqa eng keng tarqalganini tanlaymiz. Biz amalda haqiqiy til bilan shug‘ullanayotganimiz sababli, biz o‘quvchilarimizga nafaqat grammatika tomonidan taklif qilingan tilning yozma shakllarini (ya’ni gaplarning grammatik jihatdan to‘g‘riligini), balki ma’ruzachilarning tilni qanday ishlatishini va ularning eng keng tarqalgan so‘zlari va iboralarini nimalardan iboratligini o‘rgatmoqchimiz. Oxir oqibat, tarjima xabarni manba tilida sodda va tabiiy ko‘rinadigan qilib boshqa tilga yetkazishdir. Ushbu haqiqiy tildan foydalanish ikkala yo‘nalishda ham muhimdir (to‘g‘ridan-to‘g‘ri va teskari tarjima), chunki bu nafaqat tarjimaning tabiiyroq va maqsadli bo‘lib, balki o‘quvchi matnni tushunishini ta’minlaydi. Aytish kerakki, ushbu kompetentsiya juda muhimdir, chunki tarjimonlar til shakli va funktsiyasini, kommunikativ voqea va ishtirokchilarning o‘zaro ta’siriga qarab shakl va ma’no qanday farq qilishi va ma’noni turli vositalar orqali qanday yetkazish mumkinligiga bog‘liq. Chunki talabalar har doim ham ma’noni bir xil tarzda yetkazishlari shart emas. Ehtimol, ushbu kompetentsiya sotsiolingvistik kompetentsiya bilan chambarchas bog‘liqdir, chunki kontekst ijtimoiy munosabatlarda hal qiluvchi rol o‘ynaydi.

4. Diskursiv kompetensiya

Tegishli kommunikativ kompetensiya shuningdek, turli janrlar va matn turlari bo‘yicha joylashtirilgan diskursiv qurollarning mahoratini anglatuvchi diskursiv kompetensiyani ham rivojlantirishi kerak, bu esa ushbu kompetentsiyani tarjima uchun ayniqsa dolzarb qiladi, chunki so‘nggi paytlarda matn eng maqbul tarjima birligi sifatida tan olingan (Buehler H, 1996). Ushbu kompetensiya turli xil matn turlari va janrlari, diskurs markerlari va matnlilikning yettita standartlari, ya’ni uyg‘unlik, moslik, maqsadlilik, maqbullik, ma’lumotlilik, holat va intertekstuallikni o‘z ichiga

oladi hamda ulardan diskursda qanday foydalanish kerakligi ham qamrab oladi. Bu yerda shuni ta'kidlash kerakki, ba'zi bir mualliflar "diskursiya" va "matn" so'zlarini bir-birining o'rnida ishlatgan, boshqalari esa ularni qat'iy farqlagan. Bu esa terminologik chalkashlikka olib kelgan.

Garchi ba'zi tilshunoslar diskursdan foydalanmaslikka harakat qilishlariga qaramasdan, ushbu atama og'zaki hamda yozma shakl doirasi ishlatilayotgan tilning barcha holatlari uchun matn deb yuritilgan. Men duskurs muayyan kontekstga va kommunikativ funksiyaga ega bo'lgan tilning (yozma yoki og'zaki) tabiiy ravishda paydo bo'lishi uchun kengroq tushuncha deb hisoblayman. Shunga ko'ra, men matnli kompetensiya o'rniga diskursiv kompetensiya atamasini ishlatgan bo'lar edim.

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STRATEGIES IN SIMULTANEOUS INTERPRETING

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Abstract: The article deals with strategies in simultaneous interpreting, especially, competences of interpreters. It describes types of interpreting strategies.

Key words: strategy, techniques, linguistic competence, pragmatic competence, background knowledge, cultural-national characteristics.

As is known, simultaneous interpreters must possess a number of important competences: 1) a linguistic competence which presupposes a perfect knowledge of the two languages involved in interpreting process; 2) a pragmatic competence which presupposes the knowledge of communicative situation and the main intentions of the speaker; 3) the ability to process and transform the information within a short time frame; 4) background knowledge required for understanding the message in certain thematic [Ilyukhin, 2001].

In addition to the above listed competences, one needs to add a linguo-cultural competence which supposes the knowledge of cultural-national characteristics of the natives of both source language (SL) and target language (TL). Linguo-cultural peculiarities of translation, including SI, represent the problem that needs a specific research [see Chapter 3].

The tasks of this article include studying the problems of strategies in SI. Ilyukhin defines the term 'strategy' as "the method of realizing interpretation task involving adequate transformation of the communicative intention from the SL into the TL taking into account cultural and personal characteristics of the orator" [Ilyukhin, 2001, our translation]. In this quote one would highlight the need for culturological, to be more precise, socio-cultural peculiarities of both SL, and TL.

Interpreting methods are referred to as "coping approaches" (Gile 2009: 191) or "techniques" (Gile 2009: 191). (Jones 1998: 101). Strategies are deliberate, according to the literature (Kalina 1992:

253; Gile 2009: 191; Bartlomiejczyk 2006: 152) and goal-oriented procedures for resolving issues arising from the interpreters' work limitations in processing power or an information gap, or to make the interpreter's job easier and to avoid future problems The automatic activation of techniques occurs when they are used repeatedly and successfully. The interpreter is then able to work through capability constraints and make the most of available computing power (Kohn/Kalina 1996: 132; Riccardi 2005: 758).

To begin with, interpreting strategy should be a critical component of interpreter education as an important aspect of interpreting expertise. "Good frequent use of a particular strategy leads to automation," according to the theory, and "automated strategic processes minimize the cognitive burden of interpreting" (Bartlomiejczyk 2006: 151). Various classifications of interpreting techniques can be used in interpreting studies.Pöchhacker (2004: 132) first distinguishes between general and specific strategies. General strategies apply to all languages, while specific strategies are unique to specific language pairs and are used to address specific interpretation challenges.

Gile (1995) provides the most advanced strategy research available. According to the author, choosing a strategy is dependent on the application of a set of principles, which include:

the rule of maximum information in an original message,

− the rule of maximum effect on receivers,

− the rule of minimum effort,

− the rule of saving one's face in case of emergency,

− the rule of striving for safety.

As a result, he proposes a collection of 19 methods for solving understanding problems: stalling, inspiring the booth-mate, using evidence, using hyperonyms, phonetic reconstruction, tactic absence, clarification, paraphrasing, creating a parallel text, transcoding, referring to various sources, re-ordering linguistic elements in a list, note-taking, variable décalage, preceding the speaker, and finally turning off a microphone (Gile, 1992. p.p 129–135.)

The survey of literature on interpreting strategies, as well as our own experience, allows us to identify the following main strategies:

1) Compression (condensation) and decompression;
2) Trial and error strategy;
3) Anticipation strategy;
4) Stalling.
5) Let us briefly describe each of the above given strategies.

One of the most significant strategies applied in SI is the strategy of compression which we consider to be important to research along with the strategy of decompression. Compression is defined as a more condensed form of a source text (ST). The major means of compression are:

a) Omitting the extra elements;
b) Omitting those elements of the text which are evident from the communicative context;
c) Using more compact forms of expression [Shveytser, 1978: 27].
d) Compression strategy is especially relevant in those cases when the orator speaks at a very high pace, and an interpreter faces difficulty following him/her and interpreting their speech simultaneously. In other words, the most important factor requiring the application of the strategy of compression is the factor of time. In such situations, simultaneous interpreters can omit certain details and qualities pertaining the main message. The example of compression can be illustrated as follows:

Another factor requiring interpreters to compress the ST is the redundancy of such information in the SL. In this case, compression can be used due to the fact that omitting redundant elements does not lead to the semantic loss.

There are various types of compression. Ilyukhin identifies the followings:

a) Syllabic;
b) Syntactic;
c) Lexical;

d) Semantical.

It should be noted that all the above types of compression can be used fully or partially in one utterance. Our observations show that the most effective way of compression is syntactical compression when complex and compound sentences can be rendered into the TL by means of simple sentences. That is the interpreter uses shorter and simpler constructions. For instance, complex and compound sentences in the original text are interpreted by means of simple sentences.

However, we must highlight that whenever compression is used, the major essences of the message must be preserved. Otherwise, compression is considered to have a negative impact on the quality of interpretation, to be more precise, to the loss of the essential meaning of the message in SL.

Many researchers rightfully state that whatever type of compression is used, the interpreter must render the intended message. This is obviously connectred with the problem of equivalence and adequacy in translation. In this regard, we support Shveytser, who claims that the adequacy of translation is characterized with the following parameters:

1) Communicative intention;
2) Functional characteristics of the SL;
3) The communicative effect.

Speaking about the functional criteria, we must also mention stylistic adequacy of translation. Here one should bear in mind the fact that literal translation of stylistic means does not lead to the required communicative effect. This is true about translating expressive linguistic means, phraseological units, paroemes, and stylistic devices.

Summing up, we can conclude that compression is used when the orator's speech contains repetition, redundant words and expressions, as well as redundant information, meaningless words, fillers, and etc. In most cases, compression is caused by the time factor, i.e. when the orator speaks too fast.

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NEGOTIATED SYLLABUS AS INNOVATION

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Annotation*:* This article suggests the implementation of a negotiated syllabus as an innovative tool to accommodate the needs of students and the teaching context.

Key words: negotiated syllabus, innovation, curriculum, learner needs.

Innovation is mostly understood as something new to be introduced. Nicholls [1983: 4] defines an innovation as "an idea, object, practice perceived as new by an individual or individuals, which is intended to bring about improvement in relation to desired objectives, which is fundamental in nature and which is planned and deliberate". Planning and introducing an innovation may seem an overwhelming task for a teacher to perform as it requires a great effort, expertise, funding, etc. Certainly, innovations in education play a great role as learning and teaching are dynamic processes requiring new demands and standards. This work which is mostly based on my teaching experience suggests an implication of the syllabus which may excellently suit the teaching context of Uzbekistan's universities, learner expectations and needs.

It is impossible to create a syllabus which "explicitly encompasses all the areas" of language learning (Graves, 2001: 187). As White (1988: 114) says, "innovations […] almost always involves re-invention", in which "deliberate alteration – intention is a crucial element." The Negotiated syllabus totally differs from other types of syllabus as it allows full learner involvement in process of determining the appropriate content, learning styles, mode and route of working, assessment ways, etc. (Clarke, 1991: 14). The main component which also matters significantly in this syllabus is to consider learners' needs as the needs evaluation is "an important precursor to designing the goals of the course in that it can identify the overall purpose of the course, 'gaps' that the course is intended to fill" (Brown, 2007: 152).

To implement the Negotiated syllabus into language teaching, one should know the main components of its realization. Clarke (1991: 14) says that it is essential first to organize meetings between the teacher and learners where they will decide on the content, materials, teaching and learning methods, the ways of assessment "so that design becomes a process concept, a dynamic and flexible dimension of the learning experience." Certainly, Clarke mentions that the teacher and learners may eventually come up with task-based or other types of syllabus as a result of the early negotiations (1991: 14). However, it seems that these decision-makers should not be concerned about this inevitable outcome as the main issue in this model is negotiating on what, where and how to be taught and learned and viewing it as "a process rather than a set of products" (Tomlinson and Nunan as cited in Bao, 2015: 408).

Yalden (1983: 98) proposed the procedure of revising the syllabus while the course is being taught (see Appendix 1). However, it has been improved with some minor modifications which is shown in the Appendix 2. According to this plan, there should be a meeting conducted with learners to talk over the survey results and learners' expectations of the course. The next step will be to organize meetings with teachers to share the results of the meeting because Clarke (1991: 14) suggests that "co-operation and team effort should be involved in the evolution of a Negotiated syllabus". Besides, teachers are asked to keep detailed written records as it will help them identify the missing components in the Negotiated model within their context. Parallelly, the current syllabus is to be analyzed the results of which can be informed in these meetings. The next step which should be taken is to describe the language functions and their use from the actual viewpoint as they are already using the current syllabus and are aware of the failures in developing language competences of learners and the other

step is to project possible language functions and use on the basis of needs survey and meeting results. All of these steps lead to the most important ones when teachers compare the taxonomies, revise the syllabus, decide on materials, methodologies suggested by students. During lessons, learners work on various tasks, report, expand, and evaluate the received information, whereas teachers observe and identify learners' needs and learning styles. These all-mentioned steps are interrelated and should be accomplished at the same time, after which the evaluation of all processes begin. This step can be performed through the alternative ways of assessment (reflective writing, video essay, etc.). The last step which is essential is to organize a meeting with both teachers and learners to reflect and negotiate and suggest other ways for the future improvement of the syllabus. As one can see, the main point in this plan is to have regular meetings which assist teachers to monitor the progress of the innovative syllabus implementation. This will certainly benefit teachers as "personal and professional development occurs as a result of dialogue" because when they start to explore their own and one another's personal viewpoints on what makes a successful innovation, teachers manage and evaluate the innovation collaboratively (Williams &Burden, 1997: 123).

In conclusion, it needs to be mentioned that the Negotiated syllabus an innovation may promote more student involvement in organizing a learning process and reduce "the almost inevitable dichotomy between the cognitive and affective individuality of learners and the external, ends-focused syllabus with which they typically have to work" (Clarke, 1991: 26).

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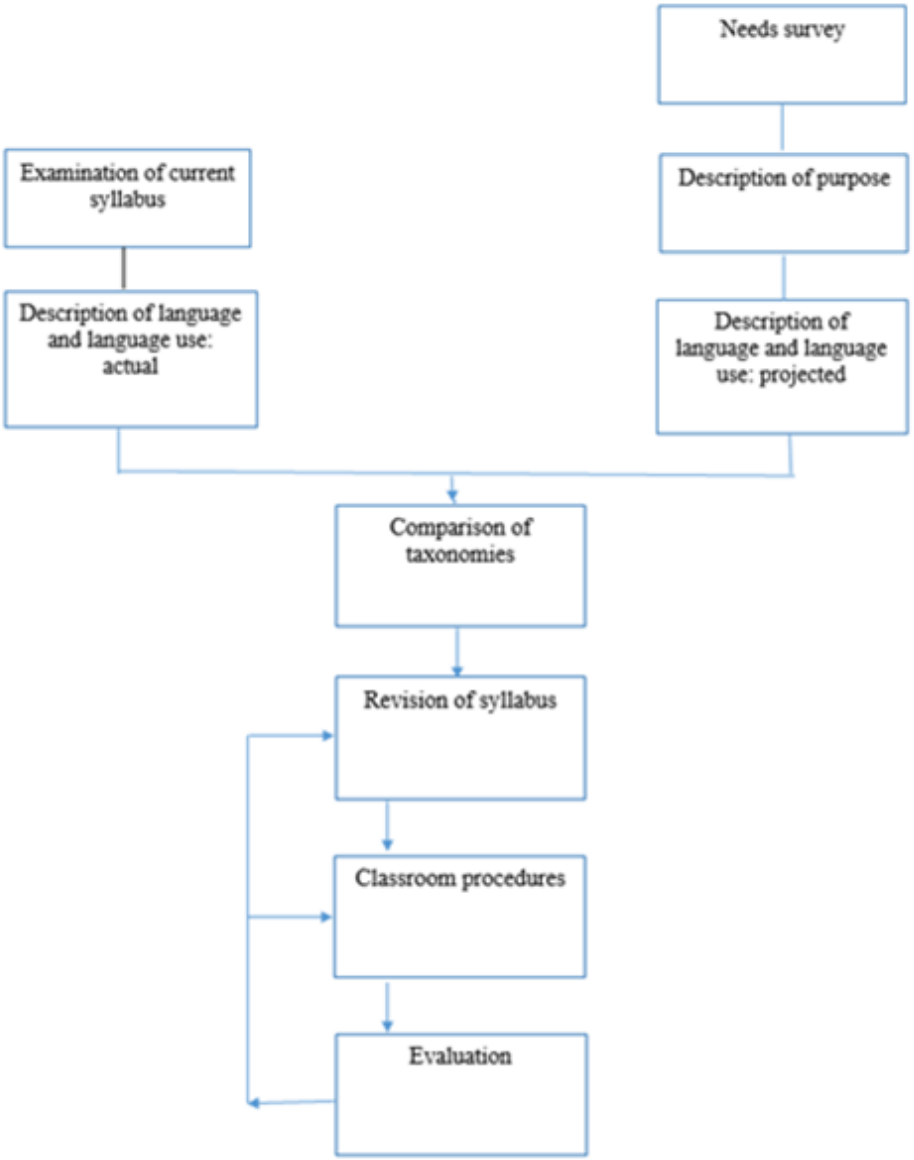
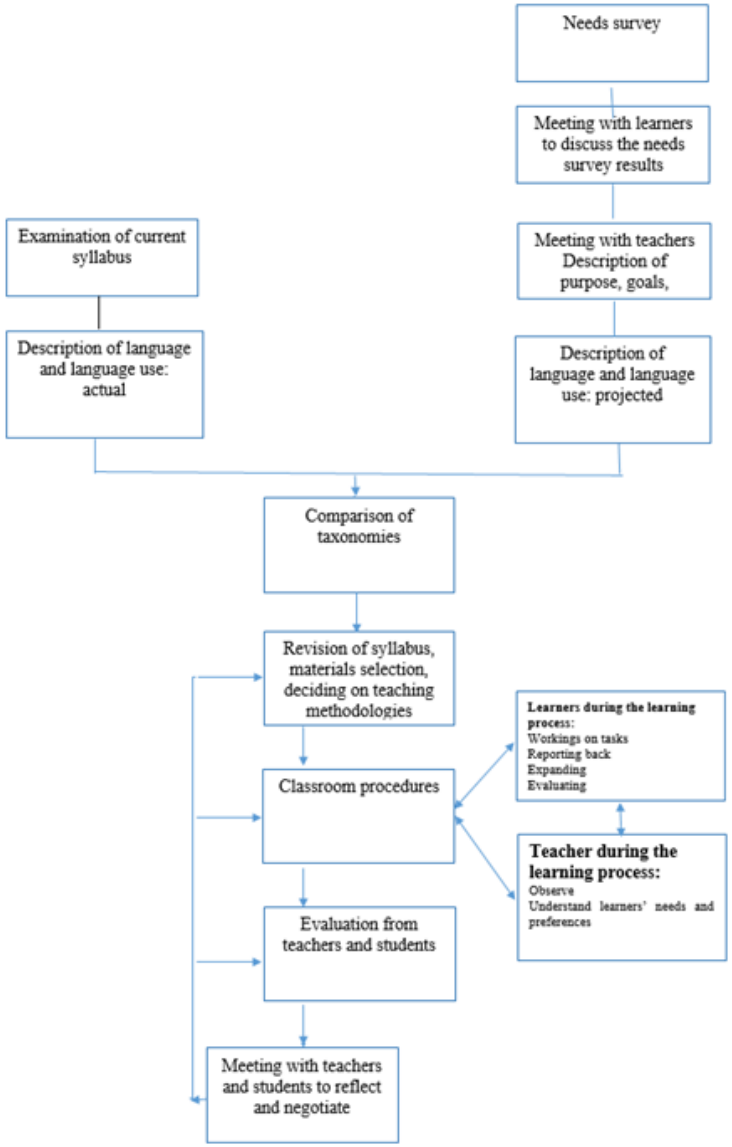


Appendix 1
Original Language program modification.
Adapted from Yalden (1983, p.98)



Appendix 2
Altered Language Syllabus Modification Plan
Adapted from Yalden (1983, p.98)

THE FEATURES AND STRATEGIES OF DEVELOPING “READINGCOMPREHENSION” IN HIGHER EDUCATION STUDENTS THROUGH INTERACTIVE ACTIVITIES

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Abstract: This article highlights importance of strategies and features in reading classes, levels of reading comprehension, and stages of reading strategies and why to use interactive activities in reading classes in higher educational organization.
Key words: reading stages, interactive activities, strategies, report, direct instruction

Xulosa: Ushbu maqola o‘qish darslaridagi strategiya va xususiyatlarning ahamiyati, o‘qishni tushunish darajasi, o‘qish strategiyasining bosqichlari va nima uchun oliy o‘quv yurtida o‘qish darslarida interaktiv tadbirlardan foydalanish kerakligi haqida ma’lumot beradi.
Kalit so‘zlar: o‘qish bosqichlari, interaktiv tadbirlar, strategiyalar, hisobot, to‘g‘ridan-to‘g‘ri ko‘rsatma

Аннотация: В этой статье подчеркивается важность стратегий и функций на уроках чтения, уровни понимания прочитанного и этапы стратегии чтения, а также, почему следует использовать интерактивные упражнения на уроках чтения в высших учебных заведениях.
Ключевые слова: этапы чтения, интерактивная деятельность, стратегии, отчет, прямое обучение.

Reading is more than just looking at individual words and saying them. Students also referred to reading as a form of self-management encouragement by unknown individuals who could last long in space and time in a happy position. As Ruddel (1994) emphasizes, reading is the operation of text and reader work; in which the reader constructs unique concepts that are cultivated by consciously combining the background knowledge, feelings, views, and expectations expressed by the reader-writer with meaning.

European scholars such as Adams, (1980), Oyetunde, (2009), Stanovich, (1993) describe the ability to read as follows: understanding information is to combine that information with the reader’s prior knowledge. Thus, reading is a process at different levels:

– from the text to the reader’s knowledge;
– includes the integration of global ideas from the understanding of graphemes.

Adams (1980) divided the reading process includes into 3 levels:

– Defining words in the first level
– Syntactic process in the secondary level
– Semantic processes in the third stage.

In understanding these levels, teachers are primarily exposed to interactive learning. In contrast to the usual lesson, students increase their vocabulary by reading and understanding different parts of the text in pairs and small groups. It is impossible to pass the 1st stage without developing the 1st stage well. An interactive approach plays an important role in the development of step-by-step approaches, and interactive approaches help.

This means that the development of reading skills in students requires an approach based on the above 3 steps on a regular basis. In understanding these levels, teachers are primarily exposed to interactive learning. In contrast to the usual lesson, students increase their vocabulary by reading and understanding different parts of the text in pairs and small groups. It is impossible to pass the 1st stage without developing the 1st stage well. An interactive approach plays an important role in the development of levels, step by step, and interactive approaches help.

Interactive methods are regular interactions between teacher and student, in which the use of audio-visual images to identify and establish student-to-student interactions, and to engage students

through practical presentations. is to be actively involved in the pursuit process. Such interactive sessions always encourage students to be active participants.

There are two useful strategies for an effective understanding of the reading process such as: metatognographic awareness and cognitive strategies. Certain enlightenment means that the student must independently assess his or her learning process and what he or she needs to do to achieve the desired results in a particular learning task. Cognitive strategies are clear and useful tools that help students improve their reading comprehension.

Direct instruction

The most effective strategy to show students how to improve their reading skills, especially for students with learning disabilities, is to provide direct instruction along with strategy guidelines. Direct learning in the learning process provides the teacher with a step-by-step strategy and involves modeling effective strategies to understand a particular level of reading.

It includes information on why and when to use the strategy and provides regular practice for students through the use of various examples. The teacher builds a conversation by asking students questions and encouraging students to ask questions. It includes transition from teacher-based instruction to independent reading.

Strategy guidelines

Teaching strategy is a student-centered approach that involves identifying a key idea in a text, as well as teaching a strategy or different strategies to identify patterns in words and keywords. The teacher performs a variety of tasks that are easy and successful for students to begin with. An example of a simple strategy is to be a teacher, telling your students to listen to the story and choose the best name from a list of possible titles. It may be a more difficult task for the student to read the reading section independently and eventually ask the student to answer the question, i.e. give him or her his or her point of view on the context.

Many learners with reading skills benefit from helping students model the correct coding of words and focus them on the story. After the lesson is over, the teacher goes back to the beginning of the story and asks the students a series of questions to help them answer the question at the end of the story.

The Strategic Guide provides students with a very clear and systematic effort to understand. For example, brief activities such as reviewing word combinations from a previous lesson, then marking new words in one place and mixing them together are done to determine skills, especially reading comprehension. Once children learn how to identify key elements in context, they can apply these strategies to other reading tasks.

Report

It is important for teachers to avoid giving students the correct answer to a reading and comprehension question, but rather to repeat the explanation, ask questions, or suggest strategies that students can use to get their answers. .

Encourage students to re-read texts they don’t understand and find contextual tips to help them work the text effectively. Students should be taught every step of the learning process to improve their master’s reading skills.

In order to master these strategies, teachers should use some interactive activities to check students’ prior knowledge and reading comprehension during the lesson.

There are several interactive activities to check new vocabularies relating to the topic. For example: Matching pictures to the expression or matching new unfamiliar words with their definitions, jigsaw reading, multiple choice, true false not given, fill in the gaps, complete the table with words in a word bank and etc.

Teachers should make students interact with each other meaningfully with interactive activities that will encourage students to communicate meaningfully with texts during reading comprehension lessons. This can be achieved through multiple activities and experiences.

In conclusion, interactive activities always encourage students to interact with the classroom via teachers-students talk or students-teachers’ talk and students- students’ talk. Creative inspiration is

needed to use of interactive activities in reading classes for curriculum planners, textbook writers, teachers and students. In teaching reading subject with interactive activities, Teachers should be flexible and creative to design and use them according to their students' level. In order for that teachers must adopt strategies according to accommodate students' interest, attitudes and abilities. Accommodating students' needs in reading comprehension lesson motivate students to make use of their innate schemata to make reading in an enjoyable and more meaningful way. By interactive activities like "turn on the meaning using light bulbs", learners acquire to activate their fresh minds and try to connect new ideas with known one. Students acquired how to turn on light in their minds when they have an awesome opinion.

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MUSTAQIL TA'LIMNI RIVOJLANTIRISHDA BADIIY ASARLAR O'QISHNING AHAMIYATI

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Annotation: This articles says, that independent study plays an important role in learning process of the foreign languages. The article gives information about how to organize the independent study, types of independent study and how to control it. In order to enhance this skill, learners should realize the significance of independent study. It is better to explain the students that the most useful methods of developing independent study skills is to read fictions a lot and try to acquire this knowledge independently.

Key words: independent study, independent study in classroom, independent study outside (extraclass), criteria of organizing independent study, types of independent study, control of independent study

Annotatsiya: Mazkur maqolada chet til o‘rganishda mustaqil ta’lim olishning muhim ahamiyatga ega ekanligi haqida so‘z boradi. Maqolada mustaqil ta’limni qanday tashkil qilish, mustaqil ta’lim turlari va uni nazorat qilish haqida zarur ma’lumotlar berilgan. Mustaqil ta’lim olish qobiliyatini rivojlantirish uchun talabalar avvalo, mustaqil ta’limning mazmun mohiyati haqida tushunchaga ega bo‘lishi zarur. Mustaqil ta’limni rivojlantirishning eng foydali usullaridan biri ko‘proq badiiy asarlar o‘qish ekanligini talabalarga tushuntirish va bu ishni mustaqil ravishda amalga oshirishlariga erishish.

Kalit so‘zlar: mustaqil ta’lim, auditoriya va auditoriyadan tashqari mustaqil ta’lim, mustaqil ta’limni tashkil etish kriteriyalari, mustaqil ta’lim turlari, mustaqil ta’limni nazorat qilish.

Ma’lumki, oxirgi yillarda oliy ta’lim tizimiga “interfaol usullar”, “keys-stadi”, “loyihali ta’lim” kabi turli yangi atamalr kirib keldi. O‘qitishning bunday usullarda amalga oshirilishi talabalarni mustaqil fikrlay oladigan, duch kelgan savollarga tezda javob topa olish imkoniyatiga ega bo‘lgan, fikrlash jarayonida yo‘l qo‘ygan xatolarini tezda bartaraf eta oladigan shaxslar bo‘lib yetishuviga sabab bo‘lmoqda. Talabalarning qaysi sohada tahsil olishlaridan qat’iy nazar, mustaqil ravishda bilim egallashga intilishilari – ular faoliyatining ta’lim muassasasidagi eng ajralib turuvchi xususiyati, ya’ni mustaqil o‘qib bilim orttirish asosi hisoblanadi.

Ta’lim tizimida mustaqil bilim olish – mustaqil ta’lim olishning asosiy omillaridan biridir. Mustaqil bilim olishlari uchun avvalo, talabalarda mustaqil ravishda ishlashga, erkin, ijodiy faoliyat yuritishga va eng asosiysi mustaqil fikrlashga ehtiyojni shakllantirish lozim.

Mustaqil ta’limdan ko‘zlangan maqsad, yuqori malakali, raqobatbardosh, mamlakatda o‘tkazilayotgan demokratik va huquqiy islohotlarning yuqori talablariga, zamonaviy xalqaro standartlarga javob bera oladigan zamonaviy kadrlarni tayyorlash hamda talabalarda mustaqil ta’lim olish, ta’lim sifatini boshqargan holda bu faoliyatning tegishli sohalarida tizimli tahlil qilish va boshqaruv ko‘nikmlarini rivojlantirish, ularda professionallik layoqati (kompetentligi) ni tarbiyalash, talabalarning modullarni o‘zlashtirishida bo‘shliqlar hosil bo‘lishini oldini olish, ularni aniqlash va bartaraf etishdan iborat.[1]

Mustaqil ta’lim – bu muayyan fandan o‘quv dasturida belgilangan hamda talaba tomonidan o‘zlashtirilishi lozim bo‘lgan bilim, ko‘nikma va malakaning ma’lum bir qismini fan o‘qituvchisining maslahati va tavsiyalari asosida auditoriyada va auditoriyadan tashqarida o‘zlashtirilishiga yo‘naltirilgan tizimli faoliyatdir.

Mustaqil ta’lim fanni o‘zlashtirishga, mustaqil bilim olish va mehnat faoliyatiga yo‘naltirilgan tizim bo‘lib, mustaqil ta’lim olish uchun rejalashtirilgan o‘quv materiallari - talabalarning o‘rganayotgan fanga doir nazariy ma’lumotlarni qamrab olishi bilan bir qatorda, qo‘shimcha bilim va ko‘nikmalarga ega bo‘lishlarini ta’minlaydigan turli xildagi, hajmdagi, murakkablikdagi topshiriqlarni ham o‘z ichiga olmog‘i lozim.

Talaba tomonidan bajarilgan mustaqil ish – talabalar bilimini nazorat qilish va baholashning reyting tizimi Nizomlari asosida nazorat qilinadi. Shuning uchun har bir professor-o‘qituvchi dastlab talabada o‘z qobiliyati va aqliy imkoniyatlariga ishonch uyg‘otish, ularni sabr-toqat bilan, bosqichma-bosqich mustaqil bilim olishni to‘g‘ri tashkil qilishga o‘rgatib borishi lozim. Talabalar tomonidan mustaqil ravishda o‘zlashtiriladigan bilim va ko‘nikmalarning kursdan-kursga murakkablashib, kengayib, boyib borishini hisobga olgan holda, ularning tashabbuskorligini oshirib borishga ham e’tibor qaratish zarur. Shundagina mustaqil ta’lim olishga ko‘nika boshlagan talaba faqat o‘qituvchi tomonidan belgilab berilgan topshiriqlarni bajaribgina qolmay, balki

o‘zining ehtiyoji, qiziqishi va qobiliyatiga qarab, o‘zi uchun zarur deb hisoblagan qo‘shimcha bilimlarni ham mustaqil ravishda o‘zlashtirishni o‘rganib boradi. Talabalarni mustaqil ta’lim olishga o‘rgatish jarayonida quyidagi jihatlar e’tiborga olinishi lozim:

– talabaning o‘qish bosqichi (kursi);

– muayyan fanning o‘ziga xos xususiyati va o‘zlashtirilishidagi qiyinchilik darajasi;

[1. O‘zbekiston Respublikasi Prezidentining“Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida” gi 2017 yil 20 aprel, №2909 - sonli qarori.]

– talabaning qobiliyati hamda nazariy va amaliy tayyorgarlik (tayanch bilim) darajasi;
– fanning axborot manbalari bilan ta’minlanganlik darajasi;
– talabaning axborot manbalari bilan ishlay olish darajasi.

Mustaqil ta’lim olishda talabaga qo‘yiladigan talablarquyidagilardan iborat:
– yangi bilimlarni mustaqil tarzda puxta o‘zlashtirish ko‘nikmalariga ega bo‘lish;
– kerakli ma’lumotlarni izlab topish, o‘rganishning qulay usullari va vositalarini aniqlash;
– axborot manbalaridan samarali foydalanish;
– o‘quv va ilmiy adabiyotlar bilan ishlash;
– elektron o‘quv adabiyotlar va ma’lumotlar banki bilan ishlash;
– internet tarmog‘idan maqsadli foydalanish;
– topshiriqlarni bajarishda tizimli va ijodiy yondashish;
– o‘quv adabiyotlaridan mustaqil holda ilmiy axborotlarni ola bilish;
– mustaqil bajarish uchun berilgan topshiriqlarni bajarish va ularni mas’ul o‘qituvchi va guruhdoshlari oldida himoya qila olish va h.k.

Talabaning mustaqil ta’lim olishini tashkil etishda fan o‘qituvchisining vazifasiquyidagilardan iborat bo‘lmog‘i lozim:
– mustaqil ta’limning mavzusini berish;
– ishni topshirish muddati va topshirish shakli haqida ma’lumot berish;
– mavzular bo‘yicha egallanishi kerak bo‘lgan bilim, ko‘nikma va malakalarni tavsiyalar shaklida berish;
– mavzuga oid adabiyotlar ro‘yxatini berish;
– mavzuning rejasini tuzishda talabalarga yordam berish;
– mustaqil bajarish lozim bo‘lgan topshiriqning bajarilishi yuzasidan doimiy nazoratlar o‘tkazib turish va tavsiyalar berish;
– belgilangan muddatda topshiriqlarni qabul qilish;
– topshiriq yuzasidan savol-javob o‘tkazish;
– mustaqil ta’lim bo‘yicha belgilangan baholash mezonlari asosida baholash.

Xorijiy tillarni o‘rganayotgan talabalarning mustaqil ta’lim olishini takomillashtirishda esa chet til (ingliz, fransuz, nemis) da badiiy asarlar o‘qish muhim ahamiyatga ega. Sababi, o‘rganilayotgan tilda yozilgan badiiy asarlarni mutolaa qilish, talabalarga o‘sha tilda muloqot qiluvchi xalqlarning tarixini, madaniyatini, turmush tarzini aniq idrok etishga va ular haqida o‘z fikrlarini erkin bayon eta olishlariga yordam beradi.

Ma’lumki, mustaqil ish uchun berilgan topshiriqlar auditoriyada va auditoriyadan tashqari bajariladigan topshiriqlarga bo‘linadi. Auditoriyadagi dars jarayonida o‘rganiladigan mustaqil ishlash ko‘nikmasi auditoriyadan tashqaridagi mustaqil ishlash jarayonida rivojlanadi va yanada mustahkamlanadi.

Auditoriyadan tashqari mustaqil ta’lim olishda men ko‘pincha talabalarga o‘rganilayotgan tilda yozilgan kichik hajmli badiiy asarlar o‘qishni tavsiya qilaman. Sababi, bunday asarlarni o‘qish talabalarning til o‘rganishga bo‘lgan qiziqishlarini yanada kuchaytiradi.

Talabalarga mustaqil o‘qish uchun beriladigan badiiy asarni tanlashda quyidagi mezonlarga e’tibor qaratish lozim deb o‘ylayman:
– tanlangan asar talabaning bilim darajasi (level) ga mos kelishiga;
– tanlangan asarning tarbiyaviy ahamiyatga ega ekanligiga;
– tanlangan asar talabaning bilim va dunyoqarashini kengaytirishga xizmat qilishiga;
– tanlangan asar qiziqarli hamda talaba uchun foydali ma’lumotlarga boy bo‘lishiga.

Chunki, asardagi voqealar mazmuni talabaning dunyoqarashiga, bilim saviyasiga, fikrlash doirasiga mos kelsagina, asarni tushunish unga ancha oson kechadi va asarni qiynalmasdan mutolaa qiladi. Badiiy asar tanlashda yuqorida qayd etilgan mezonlarga to‘liq rioya qilish

talabalarning axborot olishga bo‘lgan qiziqishlarini oshiradi. Axborot olishga boy bo‘lgan asarlarni o‘qish har qanday talabada qiziqish uyg‘otish bilan bir qatorda, uning kuzatuvchanligini va fikrlash

doirasini kengaytiradi, asar mazmunini tushunish va eslab qolish qobiliyatini takomillashtiradi, lug‘at boyligini oshiradi.

Ma’lumki, badiiy asarlarni o‘qiganda talabaning ko‘p vaqti asosan lug‘at ustida ishlashga ketadi. Lug‘at ustida ishlashda quyidagilarga rioya qilish lozim:

– matndagi so‘zlarning o‘zbekcha ekvivalentlarini topish;
– matndagi so‘z va iboralarning sinonim va antonimlarini topish;
– matndagi ijobiy va salbiy obrazlarga tegishli bo‘lgan so‘zlarni topish va qiyoslash;
– asarning asosiy mazmunini ifodalab beruvchi kalit so‘zlarni topish.

Talabaning o‘qigan badiiy asari bo‘yicha olgan bilimini nazorat qilishda quyidagi topshiriqlardan foydalanish mumkin:

– o‘qilgan asar muallifining hayoti va ijodiy faoliyati haqida gapirib berish;
– asardagi ijobiy va salbiy qahramonlarni aniqlash va ularning asardagi ishtiroki bilan bog‘liq voqealar haqida gapirib berish;
– asarda uchragan notanish so‘zlarning ma’nosini tushuntirib berish;
– asarning bosh g‘oyasini ochib beruvchi kalit so‘zlarni topish va ularga doir voqea va hodisalar mazmuni haqida gapirib berish;
– asardagi ijobiy va salbiy qahramonlarga xarakteristika yozish;
– asardagi voqealar sodir bo‘lgan joy nomlarini aniqlash va ular haqida gapirib berish;
– asarning umumiy mazmuni haqida qisqacha gapirib berish va asar haqida xulosa yozish.

Qisqacha aytganda, mustaqil ravishda badiiy asarlar o‘qishni odat qilgan talabalar tili o‘rganilayotgan mamlakat xalqlarining tarixi, madaniyati, turmush tarzi bilan yaqindan tanishish imkoiyatiga ega bo‘lish bilan bir qatorda, asarda yoritilgan xorijiy madaniyat bilan o‘z vatanining madaniyati haqida bilim va tasavvurlarini boyitadilar. Mustaqil o‘qish uchun berilgan badiiy asarning talaba tomonidan qay darajada o‘zlashtirilganligini nazorat qilish esa har bir pedagogning bilim saviyasi va shaxsiy ijodkorligiga bo‘g‘liq.

Xullas, har qanday tilda yozilgan badiiy asarni o‘qish, talabalarni teran fikrlashga undaydi, hamda o‘zga millat vakillariga hurmat va o‘z millatiga sadoqat ruhida tarbiyalaydi.

Foydalanilgan adabiyotlar

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METHODOLOGY OF MULTIMEDIA TECHNOLOGIES IN ENGLISH LESSONS OF TECHNICAL EDUCATION

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Abstract: There is no doubt that establishing a good communication between studentsand the teacher introduces successful steps for both learning and teaching process. Communication is more than words, and it is important for teachers to understand the nonverbal messages they are sending and receiving in the classroom. Body language includes facial expressions, eye contact or lack of eye contact, proximity and closeness, hand gestures. Much of the research about nonverbal communication indicates that as little as 7 percent of communication is spoken words and the majority is nonverbal and paralinguistic ones.

Key Words: informatization, english language, system, information, education.

The development of modern society takes place in the era of informatization, characterized by the use of information technology in many areas of human activity, including education. Rational combination of traditional educational means with modern information and computer technologies (ICT) is one of the possible ways to solve the problem of modernization of education. ICT tools contribute to the development of personal qualities, variability and individualization of school education. Modern ICT provide an active, creative mastery of the students of the studied subject, allow to present the material at a new qualitatively higher level. Their application opens up fundamentally new opportunities in the organization of the educational process. A foreign language is an educational subject that, due to its specificity, namely, the creation of an artificial language environment for students due to the lack of natural, involves the most flexible and extensive use of various technical means of education. Therefore, it is not surprising that in the teaching of a foreign language, the new opportunities offered by multimedia have found a wide variety of applications. In the process of teaching foreign languages in modern high school traditionally used lighting and sound equipment. But now new information technologies have come to the school: a computer, a multimedia textbook, the Internet, an electronic educational resource. The use of these new information technologies allows us to highlight the following main provisions:

– the use of multimedia technologies in teaching foreign languages is designed to significantly improve the efficiency of teaching, the main purpose of which is to improve the skills of everyday and professional communication (both directly with native speakers and indirectly through the Internet, the press, etc.);

– means of new information technologies act as a tool for education and upbringing of students, development of their communicative, cognitive, creative abilities and information culture;

– the use of multimedia learning tools allows in the absence of a natural language environment to create conditions as close as possible to real speech communication in foreign languages. The use of multimedia technologies plays a significant role in modern methods of teaching foreign languages. What is multimedia? Multimedia is an interactive (dialogue) system that provides simultaneous work with sound, animated computer graphics, video frames, static images and texts. This term refers to the simultaneous impact on the user through several information channels. In this case, the user is usually given an active role. In other words, multimedia is the sum of technologies that allow a computer to input, process, store, transmit, and display (output) data types such as text, graphics, animation, digitized still images, video, sound, and speech.

The word multimedia appeared out of connection with computer technologies. It was first used by English singer and performer Bob Goldstein in 1966, when he arranged his newfangled show performance. Later, this term denoted any entertainment product with different sound and video effects, but only in the 1990s was finally given the definition of this word: "multimedia – multimedia) is a modern computer information technology that allows you to combine in a computer system text, sound, video, graphic image and animation (animation)" – "Multimedia includes a combination of text, audio, still images, animation, video, or interactivity content forms".

Previously, a lesson conducted by a teacher was called multimedia, if it was attended by a teacher's story, and a tape recording, and a movie, and slides, and any technical means of teaching. Today, a "multimedia" lesson means a lesson using a multimedia training program, a computer or laptop, a projector, a webcam. In the theory of training even several modern directions of researches, in particular the theory of multimedia training was allocated. There was even an informal term edutainment - "edutainment" -a new formation from the words "education" and "entertainment", used to combine education and entertainment, especially multimedia. Edutainment reflects the relationship between learning and entertainment, that is, the student focuses on the learning process, while having entertainment goals. It is multimedia that has the greatest impact on students. They enrich the learning process, make learning more effective, involving in the process of perception of educational information most of the sensory components of the student. They have become an objective reality of our time, and a foreign language teacher simply cannot take advantage of the opportunities that they provide for teaching real communication in a foreign language. Together with multimedia technologies, a new ideology of thinking came to the school. Previously adopted the school model of education in the center for learning technologies - teacher; between students was an unspoken competition; students played a passive role in the classroom; the essence of learning-the transfer of knowledge (facts). The new learning model that is replacing it is based on the following provisions: at the center of learning technology-the student; at the heart of learning activities - cooperation; students play an active role in learning; the essence of technology - the development of the ability to self-learning and communicative competence of students.

The Main groups of tasks solved with the help of multimedia in English lessons include: support of educational work of students; provision of real communication with native speakers; ensuring access of all participants of the educational process to the rapidly growing information resources stored in centralized information systems; development of cognitive interest and motivation to learn English. The degree and time of multimedia support for a lesson can vary from a few minutes to a full cycle. The main purpose of the multimedia lesson: the study of new material; presentation of new information and expanding the horizons of students; consolidation of the passed; testing of educational skills; repetition of the studied material; practical application of knowledge, skills; generalization and systematization of knowledge. What are the main ways to use the capabilities of modern multimedia technologies in teaching a foreign language? For example, N.S.Kirgintseva distinguishes the following:

– the use of ready-made software products for the study of a foreign language, supplied mainly on CDs;

– the use of software products created directly by teachers (or teachers together with students) in various tool environments or visual design environments);

– the use of Internet resources. The most accessible of the multimedia means should be recognized as the so-called electronic textbook and a variety of training programs-simulators. By type of organization and method of delivery to the student multimedia textbooks are of three types:

1) on CD-ROM with or without a printed application;

2) on Internet sites with or without a printed application;

3) on CD-ROM, but with reference to some Internet sites, with or without a printed application.

A foreign language is an educational subject that, due to its specificity, namely, the creation of an artificial language environment for students due to the lack of natural, involves the most flexible

and extensive use of various technical means of education. Therefore, it is not surprising that in the teaching of a foreign language, the new opportunities offered by multimedia have found a wide variety of applications.

Note that in our school we use the SMG with an electronic application to all textbooks of the English language: a series of “English” (authors Vereshchagina I.N., Afanasieva O.V., Mikheeva I.V.), a series of “English in focus” (authors J.Blown., J.Vaulina). What is so attractive multimedia (electronic) textbooks for teachers and students? These electronic applications to English textbooks contain a training program for memorizing words-ABBYY TUTOR, which greatly facilitates the work of memorizing new words. Working with foreign language programs in the computer lab helps students overcome the psychological barrier. When students see a graphic image or pictures on a computer screen, they perceive and master new material better.

The material included in the programme allows to solve the following methodological tasks: (for example, when learning and retaining new English words):

1) to create and consolidate the skill of recognizing the meaning of the word

2) forming a motor skill of writing specified

3) attach a visual image to be mined material. Thus, with the help of educational programs, it is possible to significantly change the ways of managing educational activities, purposefully manage the competitive element present in the activities of students, to individualize learning, and this contributes to improving the quality of education.

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ЗАИМСТВОВАННЫЙ ТЕРМИН КАК ЕДИНИЦА ТЕРМИН СИСТЕМЫ
(Теоретические исследования в области терминологии)

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Аннотация: В данной статье рассмотрено заимствованные термины как единица термин системы. Ряд ученых проделали свою научную работу в этом направлении. Теоретический исследования в области терминологии составляет основную часть статье.

Ключевые слова: Термин система, терминология, термин, научно-технический, термин графии, заимствованная.

Annotation: This article discusses borrowed terms as a unit of the term system. A number of scientists have done their scientific work in this direction. Theoretical research in the field of terminology forms the main part of the article.

Key words: Term system, terminology, term, scientific and technical, term graph, borrowed.

Темпы роста современных научно-технических знаний приводят к тому, что «наряду с появлением заимствований-неологизмов наблюдается расширение сфер использования специальной иноязычной терминологии» (Крысин, с. 184). Продолжается формирование термин систем многих областей и разделов научного знания, особенно междисциплинарных и активно развивающихся, как следствие отражения быстро меняющейся социокультурной ситуации. В связи с этим появляется большое количество

исследований по терминологии и термин графии.

Термин системы и терминологию, а также закономерности складывания, конструирования и использования этих совокупностей изучает возникшая в течение XX века научно-прикладная дисциплина - термин ведение. Данный термин был предложен В.П. Петушковым (1967), для обозначения того, что в течение долгого времени понималось под терминологией - «учение об образовании, функционировании и составе терминов» (Суперанская, 1989, с. 15).

Проблемам терминологии и термин ведения посвящены труды таких авторов, как Д.С. Лотте, В.П. Даниленко, И.В. Арнольд, В.А. Татаринова, В.М. Лейчика, СВ. Гринева, Ю.Н. Марчука, С.Д. Шелова, Л.Б. Ткачевой, Л.М. Алексеевой, А.Н. Лавровой и многих других. Условно можно выделить три этапа в исследовании терминоведческих проблем. Так, исследованиями вопросов о природе и сущности терминов занимались в 30-60-е годы XX века Э:К. Дрезер, А.А. Реформатский, Д.И. Лотте, Г.О. Винокур, В.В.Виноградов, Л.Л5. Кутина и др. Семантические особенности термина рассматривались исходя из идеи А.А. Реформатского о двух взаимосвязанных аспектах существования термина как единицы логоса и как единицы лексиса. Многие терминологические системы были изучены с точки зрения исторического подхода, когда авторы рассматривали терминологию той или иной научной дисциплины в момент ее формирования, становления и дальнейшего развития. В этом смысле следует отметить работы Л.Л.Кутиной (1964), которая исследовала особенности становления терминологии физики, математики и астрономии. Интерес к терминологии прошлых эпох активизировался в начале XXI века, когда рядом ученых были исследованы произведения классической литературы Ф.М. Достоевского (Е.В. Коровушкина 2005), А.С. Пушкина, Н.В. Гоголя, М.Ю. Лермонтова и др. (И.Н. Катаева 2005).

В 70-80 гг. XX века в период становления, уточнения и развития научных взглядов на специальную лексику и способы ее совершенствования, происходит процесс либерализации некоторых положений терминоведения и осознание того, что предъявляемые к термину требования не являются полностью выполнимыми. Этот период связан с работами В.М. Лейчика, В.П. Даниленко (1970, 1973, 1976), А.А. Брагиной (1976), А.С. Герда (1971), В.П. Головина, Р.Ю: Кобрина (1987), Т.А. Канделаки (1970), Н.Д. Хаютина (1971), Г.С. Коляденко (1978), Н.А. Слюсаревой (1983) и др., когда были основательно рассмотрены и изучены теоретические аспекты терминологии как научной дисциплины и выпущены фундаментальные работы по истории терминоведения (В.А. Татаринов 1994), изучены логические и прикладные аспекты терминологии (СД. Шелов 1984; К.Я. Авербух 1986 и др.).

Проблемам терминологического образования и терминологической номинации посвящены работы В.П. Даниленко, В.Н. Прохоровой, М.В.Володиной, СП. Хижняка и других авторов.

Третий этап (с начала 90-х годов XX века и, по настоящее время) характеризуется- возрастающим интересом’ к проблемам, связанным с исследованием терминов и отдельных отраслевых терминосистем, а также с ролью терминологии в системе современного знания, в практический жизни и деятельности человека.

С конца XX века и по настоящее время рассматриваются вопросы состояния терминологической науки и определяются направления развития современного терминоведения (СВ. Гринев 2004). Так, дискурсивными аспектами терминологии занимались А.С. Герд, Л.Ю. Буянова (2003), Л.М.Алексеева; типологическим терминоведением – С.Г. Казарина (1998); вопрос о вариативности терминов посвящены работы К.Я. Авербуха (2002), Ю.В.Сложеникиной (2006); проблемами терминографии - З.И. Комарова, О.В. Борнхвальд и др.

У истоков изучения естественной и технической терминологий стояли такие ученые, как Л.Л. Кутина, Д.И. Лотте, Т.Л. Канделаки, В.М. Лейчик, В.П. Даниленко, А.С Герд и многие другие. Терминологии гуманитарных наук исследованы в меньшей степени и уровень изученности терминосистем в этой сфере познания различен. Сегодня кроме технической, физико-математической, географической, лингвистической терминосфер, исследования интенсивно проводятся в области спортивной (Л.А. Авакова 2006; Р.В. Попова 2003), медицинской (Н.А. Трофимова 2004, СЛ.Мишланова 2003; Н.А. Романов 2003; Н. Д.М. Вольфберг 1992; Джансымуратов 1991; З. Сторай 1991), архитектурно-строительной» (Л.Н.Черкасова, А.В. Минасян 2003; О.Р. Гузенко 1991), военной терминологии (Е.А. Федорченко 2004; А.В. Минасян. 2003; И.В. Бондаренко 1992; Д.Г.Багышов 1990; Ф.П. Сороколетов 1970), юридической (Н.А. Бондарева 2003;Н.В. Буянов 2001; А.А. Денисова 1992; Т.В. Морщакова 1992; М.А. Брицын 1966), театральной (С.В: Папикян* 1993), дипломатической (Ф.П. Сергеев, 1973), общественно-политической (А.Н. Шиловский, 1972), судоходной (Б.Л.Богородицкий, 1963). Исследование различных отраслевых терминологий и терминосистем проводится и в русле сравнительного и сопоставительного изучения-генетически и структурно родственных и разнотипных языков. Так, например, в начале XXI в. объектом исследования являются русские наименования лиц в финансово-экономической терминологии на фоне и в сопоставлении с английскими (Н.О. Труфанова, 2006), заимствованная из английского языка экономическая лексика в русском и вьетнамском языках (Чанг Хоанг Май Ань, 2007), единицы некодифицированной составляющей русского и английского вариантов профессионального подъязыка горного дела (Р.Р. Сафиуллина, 2008), музыкальная терминология исполнительского искусства на материале русского, итальянского, английского, французского языков (О.С. Петровская, 2009) и т.д.

Одной из основных задач терминоведения является разработка целостных, относительно устойчивых, структурированных и связных систем терминов, выполняющих коммуникативную и когнитивную функции, что обуславливает эффективность обмена научными знаниями и оптимизирует процесс научного познания. Таким образом, работа по систематизации, стандартизации и унификации терминологии (задача практического терминоведения), имеющая своей целью построение систем терминов, способствует дальнейшему развитию науки и техники.

Теоретическое терминоведение занимается анализом содержательной, формальной и функциональной структуры отдельных терминов и их совокупностей. Оно делится на сопоставительное и историческое терминоведение, терминоведческую теорию текста и историю терминоведения. Историческое терминоведение изучает, например, проблему роли заимствования в формировании терминологий и терминосистем, что, таким образом, позволяет понять эволюцию ряда современных терминов, их смысл, а также характер терминообразующих процессов, приведших к их появлению. Практическое терминоведение, помимо систематизации, стандартизации и унификации терминологии, занимается созданием банков терминологических данных и терминологических картотек, переводом терминов, а также созданием терминологических словарей, которые отражают достижения терминологической лексикографии.

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ILK YOSHDAGI BOLALAR NUTQINI RIVOJLANISHIGA TASHQI OMILLARNING TA'SIRI

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Annotatsiya: Ushbu maqolada ilk yoshdagi bola nutqining o'z vaqtida, to'g'ri, aktiv rivojlanishi, nutqni o'z vaqtida shakillanishiga to'sqinlik qiluvchi sabablar va bartaraf etilishi haqida fikrlar bayon etilgan
Kalit so'zlar: Nutq, chaqaloqlik davri, go'daklik davri, ilk yosh, to'g'ri nutq, faol muloqot.

Annotation: This article describes the timely, accurate, active development of speech in the first year of life, the reasons that prevent the timely formation of speech, and ideas on how to eliminate it.
Keywords: Speech, infancy, infancy, early age, correct speech, active communication

«Tilda insonni va uni o'rab turgan olamni bilish uchun bitmas-tuganmas hamda xali qo'l tegmagan imkoniyatlar mavjud, biroq unga tilni tavsiflash orqali emas, balki uni o'rganish vositasida erishish mumkin» (V.A.Zveginsev).

Til birliklari nutqni hosil qiladi, ya'ni har bir inson o'z fikrini boshqalarga til orqali, til birliklari orqali bayon qiladi, boshqalar fikrini til orqali egallaydi, tushunadi. Ya'ni nutq tevarak-atrofdagi voqea-hodisalar haqidagi fikr mulohazalarni boshqalarga yetkazishdir. Shuning uchun til va nutq inson hayotida muhim ahamiyat kasb etadi. Maktabgacha ta'limda bolalar nutqida so'zlarni grammatik va leksik jihatdan tog'ri anglashi, nutq o'stirish usullarini bilish, nutiq tovush madaniyatini shakilantirish har bir yosh guruhda bolalar nutqini o'stirish va so'zlarni to'g'ri talaffuz qilish vazifalarini to'g'ri hal etish imkonini beradi, bolalarni maktabga tayyorlash vazifasining bajarilishini ta'minlaydi. Ilk yoshidagi davr bolaning jismoniy va ruhiy tomondan tezkorlik bilan (intensiv) rivojlanish bosqichi hisoblanadi. Bu yoshda markaziy nerv sistemasining rivojlanishida sezilarli o'zgarishlar sodir bo'ladi va miya fiziologik jihatdan yetilib bo'ladi.

Ilk yoshdagi bola nutqining o'z vaqtida va to'g'ri rivojlanishi aktiv rivojlanishning asosidir. Nutq vositasida bola bilan kattalar o'rtasida turli munosabatlar o'rnatiladi. Yaxshi rivojlangan nutq ruhiy jarayonlarning (xotira, tafakkur, xayol va boshqalar) rivojlanishiga, bolalarning maktabgacha ta'lim davridagi va undan keyingi faoliyatlariga katta ta'sir ko'rsatadi. Bolalar nutqining rivojlanishi bilan kattalar nutqining tarbiya vositasi sifatidagi roli ortib boradi. Bolaning uch yoshgacha bo'lgan davri uning nutqi, tafakkuri va bilish faoliyatining rivojlanishi uchun eng qulay bosqich hisoblanadi. «Bu davrga kelib miyaning nugq bo'limi anatomik tomondan yetilib bo'ladi, bola ona tilining asosiy grammatik shakllarini egallaydi, ko'p so'z to'plamiga ega bo'ladi. Agar uch yoshgacha bo'lgan bolalar nutqiga yetarlicha e'tibor berilmagan bo'lsa, u vaqtda kelgusida yo'l qo'yilgan xato va kamchiliklarni bartaraf etish uchun katta kuch va g'ayrat sarf etishga to'g'ri keladi»[1],– deb ta'kidlaydi o'zining tadqiqotida M.M.Kolsova. Yangi tug'lgan chaqaloqlar tug'ilgan davridan dunyoni tanishga intiladi, u kuzatish bosqichida bo'ladi. Ular ko'proq o'ziga jalb qilgan odamga qarab emotsional harakatlar bilan muloqatning ilk ko'rinishlarini namoyon qiladi. Bu davrdagi bolalar bilan muloqot qanchalik ko'p bo'lsa bolada shuncha erta nutq shakllanadi. Chaqaloqlik davri tugab go'daklik davri boshlanishida bolalar har xil tovushlar chiqara boshlashi, 3 oyligidan "gu-gulash" va "chuchulash" davri boshlanadi. Bu davrda bola yaqinlari suyub, erkalashlariga nisbatan tushunarsiz tovushlar chiqaradi, 4-6 oyligida ilk bo'g'inlarini ayta boshlaydi, 10-11oyligida ilk so'zlarini talaffuz qila boshlashi va bola 1yoshga yetganda 5-10 ta so'zni to'liq ayta olishi lozim.

[1] M. M. Kolsova. Rebyonok uchitsya govorit. M., 1973, 5- bet

Bola bilan ota-onasi va yaqinlarining faol muloqoti bu davrni qisqartirishga sabab bo‘lishi mumkin. Kuzatuvlarimiz shuni ko‘rsatadiki, bolaga doimiy e’tibor va so‘zlarni to‘g‘ri aytib muloqot qilinishi natijasida 3 oylikda yuzaga keladigan “gu-gulash” davri qisqarishi, bolada erta nutq alomatlar paydo bo‘lishini ko‘rishimiz mumkin. Bunga qaramasdan bolalarda nutqni o‘z vaqtida va to‘g‘ri shakillanishiga to‘sqinlik qiluvchi sabablar bisyor:

– irsiy omillar: ota-onaning kech til chiqarganliklari, nutqiy nuqsonlar bilan gapirishi;

- bolaga e’tiborsizlik qilish: ota-onaning farzandi bilan suhbatlashmasligi, muloqotga kirishmasligi;
- ortiqcha mehribonlik: ota-onasi va yaqinlarining farzandiga nisbatan mehrning ortib ketishi;
- katta yoshli kishilarning bolalarni erkalatib so‘z va iboralarni chala ayishlari sabab bo‘lishi mumkin.

Bolada nutqning to‘g‘ri shakllanishi atrofdagilar nutqiga, asosan, oiladagi nutqqa va to‘g‘ri nutq muhitiga bog‘liq. Ota-onalar - bu bola uchun nutq odati. Shuning uchun nafaqat nima deyishni, balki qanday aytayotganiga ham diqqat qaratish muhimdir. Birinchi kundan boshlab, chaqaloqning nutqini uyg‘oting:

– bolaga imkon qadar ko‘proq gapiring - so‘zlarni aniq, sekin, ammo hissiy jihatdan talaffuz qiling;

– kundalik nutq bilan cheklanmasdan, qilayotgan barcha harakatlaringizni ovoz chiqarib bajaring;

– bolalar uchun mo‘ljallangan qofiyali, she’rlarni o‘qing - bularning barchasini ritmik va quloqqa yaxshi singib ketadigan qilib aytish maqsadga muvofiqdi;

– birgalikda, aniqrog‘i, farzandingiz yaxshi ko‘rgan kitobdagi rasmlarni o‘rganing, kuzating va rasm yuzasidan savollar bering;

Bu jarayonlarda bola avvaliga, faqat siz so‘ragan narsani ko‘rsatib beradi va davomli suhbatlardan so‘ng sizdan keyin takrorlashga harakat qila boshlaydi.

Sog‘lom bolani tarkib toptirish juda ko‘p omillarga bog‘liq bo‘lib, bolaning kamolot mezonlaridan biri uni psixikasini va nutqini har tamonlama rivojlantirishdir. Bolaning psixik taraqqiyoti unda sezgi, idrok, diqqat, xotira, nutq, hayol va tafakkurning rivojlanishi bilan uzviy bog‘liq. Bolaning ruhiy kamolotining ko‘p jihatlari nutq bilan bog‘liq ravishda rivojlanadi, bola muloqotga kirishishi ya’ni tengdoshlari va kattalar bilan bo‘ladigan muloqotlari jarayonida juda ko‘plab ma’lumotlarga ega bo‘ladi va o‘zining ruhiyatini keyingi rivojlanish bosqichiga ko‘tarib boradi. Shuning uchun, bola hayotining dastlabki birinchi oyidan tarbiya faqat uni parvarish qilish bilan chegaralanmasligi kerak. Bolaning ilk yosh davridan eshitish qobiliyatini tarbiyalash, shuningdek, bolaning emosional sohasi – jilmayish, kulish, va ovoz tonini uyg‘otish lozim. Bularning hammasi birgalikda nutqining rivojlantirishga xizmat qiladi. Bolalarda nutq faoliyatining rivoji o‘zgalar nutqini oqilona idrok qilish va tushunish imkonini yaratadi, shaxslararo muomila ko‘lamini yanada kengaytiradi.

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L'IMPORTANCE DE L'ENSEIGNEMENT DE LA LANGUE FRANÇAISE EN ÉDUCATION NUMÉRIQUE MULTIMÉDIA

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Cet article aborde les caractéristiques et les avantages du e-learning dans l'enseignement du français, ainsi que le concept de multimédia et d'interactivité, l'importance des ressources multimédias et des technologies dans le processus d'enseignement du français.

Mots clés et concepts: multimédia, e-learning, ressource, supports pédagogiques, enseignement à distance, audio, vidéo.

This article describes the features of media education in teaching French language, as well as the concept of multimedia and interactivity, multimedia resources and technology, we will talk about the importance of French language teaching.

Key words and concepts: multimedia, e-learning, resource, teaching aids, distance learning, audio, video.

Les conditions pandémiques actuelles dans le monde forcent le système éducatif à fonctionner à distance. L'Internet, la télévision, la radio, le téléphone et d'autres moyens de communication montrent leur efficacité dans le processus d'apprentissage à distance. Ce processus crée un processus d'apprentissage en ligne. Selon les experts, les technologies de l'information et de la communication apprennent aux étudiants à se concentrer, à s'engager, à penser de manière indépendante, à développer des activités créatives, à recevoir des informations, à les traiter, à les généraliser, à tirer des conclusions. Dans le contexte de la mondialisation de l'information et de la communication, il existe des exigences spécifiques dans le processus éducatif. Ces exigences sont directement liées à l'e-learning.

L'apprentissage en ligne sert à relever la qualité de tout l'enseignement à un niveau supérieur, à relever la culture de l'information. Autrement dit, en fournissant des connaissances théoriques à l'étudiant dans le processus d'apprentissage à distance, l'étudiant aura l'occasion de démontrer des programmes avancés (par exemple, le programme ZOOM) en utilisant un haut niveau de technologie moderne.

Dans le processus d'enseignement en ligne, il est clairement que l'enseignement numérique multimédia améliore qualitativement le contenu, les méthodes et les formes d'organisation de l'enseignement à distance. Il aide les étudiants à développer leurs capacités individuelles, leurs qualités personnelles, à enrichir leur vision et leur réflexion scientifiques, à accroître leurs connaissances.

* Les ressources multimédias numériques en langues étrangères offrent plus de possibilités de présenter des matériaux pédagogiques que les manuels traditionnels. L'enseignement multimédia numérique répond à toutes les exigences du processus d'apprentissage, ainsi que des fonctions didactiques conçues pour permettre aux étudiants de travailler de manière plus autonome.

Les étudiants sont plus susceptibles d'être impressionnés par l'utilisation de la présentation visuelle de l'enseignant que par le language orale de l'enseignant. De cette façon, ils seront plus susceptibles de se souvenir du sujet expliqué par l'enseignant. Les étudiants sont très intéressés par ces classes. Cela signifie que l'utilisation de ces méthodes avancées dans l'enseignement des langues étrangères est très importante[Guichon, 2005: 25].

L'enseignement à distance est une nouvelle direction dans le système éducatif de l'Ouzbékistan, basé sur l'enseignement avec des matériaux audio-vidéos et des ressources multimédia par la télévision, des sites Internet et des portails.

Le multimédia signifie des moyens intéractifs qui permettent le mouvement simultané d'images, de vidéos, de graphiques animés, de sons de texte. Un matériel multimédia d'apprentissage est un matériel d'apprentissage qui combine des éléments d'audio, de vidéo et d'animation [Dominique, 2009:73]. La technologie multimédia a gagné l'une de ses applications les plus répandues dans le domaine de l'éducation. Les médias multimédias ont été en mesure d'augmenter considérablement l'efficacité de l'éducation grâce à un certain nombre d'opportunités. Il est important de comprendre que le mot «multimédia», comme beaucoup d'autres mots, a plusieurs significations différentes.

Le multimédia c'est:

– technologie c'est qui décrive l'utilisation et l'application de différents types d'outils de traitement de l'information;

– ressource d'information basée sur différents types de technologies de traitement et de présentation de l'information;

– Logiciel informatique lié au traitement et à la présentation de divers types d'informations;

– Matériel informatique qui vous permet de travailler avec différents types d'informations.

– Une forme d'information généralisée spécifique qui combine différents types d'informations de type visuel traditionnel (texte, graphique), ainsi que dynamique (parole, musique, fragments audio-vidéo, animation, etc.).

Ainsi, au sens large, le terme «multimédia» fait référence à une variété d'outils logiciels et matériels qui visent à avoir un impact plus efficace sur l'utilisateur (qui est à la fois lecteur, auditeur et observateur) représente le domaine des technologies de l'information [Kartal, 2004: 125].

Les outils et les technologies de multimédia créent des opportunités pour augmenter la productivité de l'éducation et accroître l'intérêt des élèves pour la lecture grâce à l'introduction de méthodes modernes de traitement de l'information audiovisuelle.

Dans le multimédia, l'interactivité fait référence à la capacité des apprenants de français à accomplir une tâche donnée à la suite d'informations reçues et à fournir des commentaires sur une ressource ou l'attitude d'un enseignant. L'utilisation de l'interactivité est l'un des avantages du multimédia.

La technologie de multimédia vous permet de combiner de nombreuses formes d'informations en termes de signification. Cela permet à l'ordinateur de fournir des informations sous les différentes formes suivantes qui sont souvent utilisées dans l'éducation.

– des images, des photographies, des dessins, des cartes et des diapositives numérisés;
– enregistrement sonore, effets sonores et musique;
– vidéo, effets vidéo complexes;
– Animation et simulations animées.

L'interactivité du multimédia signifie que les enseignants et les apprenants ont un large éventail d'opportunités pour influencer le processus d'apprentissage et pour compléter le contenu du matériel pédagogique.

L'utilisation du multimédia dans l'éducation permet à:

– assurer l'humanisation de l'éducation;
– accroître l'efficacité du processus éducatif;
– développer des qualités personnelles de l'apprenant (maîtrise, soif de connaissances, apprentissage autonome, auto-éducation, capacité à s'améliorer, capacités créatives, application des connaissances acquises dans l'acquisition de la pratique, intérêt pour l'apprentissage, attitude au travail);
– développer des compétences communicatives et sociales de l'étudiant;
– élargir considérablement les possibilités d'individualisation et de différenciation de l'enseignement ouvert et à distance grâce à l'utilisation d'outils informatiques et de ressources d'apprentissage en ligne pour l'éducation individuelle;
– regarder l'apprenant comme un apprenant actif, reconnaître sa dignité;
– tenir compte de l'expérience personnelle, des connaissances et des caractéristiques individuelles de l'étudiant;
– orienter vers des activités d'apprentissage indépendantes;
– développer la capacité des élèves à utiliser les technologies éducatives modernes pour les aider à s'adapter aux conditions sociales en évolution rapide d'aujourd'hui afin de s'acquitter avec succès de leurs tâches professionnelles.

Le processus de mise en œuvre de l'apprentissage centré sur la personne à l'aide d'outils multimédias nécessite le développement et l'utilisation d'outils multimédias modernes, multidisciplinaires et axés sur la matière.

Le multimédia est une technologie éducative utile et productive en termes de capacité à prendre en compte les caractéristiques individuelles des apprenants et à accroître leur intérêt, ainsi que la combinaison de différentes informations éducatives multimédias, l'interactivité, la flexibilité.

L'interactivité est l'une des réalisations importantes du multimédia numérique par rapport aux autres moyens de présentation de l'information. L'interactivité consiste à fournir des informations pertinentes en fonction des besoins de l'apprenant. L'interactivité permet de gérer dans une certaine mesure la présentation des informations: les apprenants peuvent modifier individuellement les paramètres définis dans le programme, étudier les résultats, répondre à la demande du programme concernant une demande spécifique de l'utilisateur, définir la vitesse de soumission et le nombre de répétitions possibles. Mais il y a un certain nombre de choses à garder à l'esprit lors de l'utilisation du multimédia. Le matériel didactique multimédia doit être facile à comprendre, à jour et accessible.

Les technologies multimédias interactives offrent une commodité non conventionnelle pour les apprenants ayant des besoins académiques. En particulier, il favorise le développement des compétences phonologiques et de lecture chez les élèves mal-entendants, ainsi que leur assimilation visuelle des informations. Il permet aux personnes ayant des troubles de la parole et des handicaps physiques d'utiliser les outils en fonction de leurs besoins individuels.

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FEATURES OF TEACHING THE RUSSIAN LANGUAGE AS A FOREIGN AT THE INITIAL STAGE OF TEACHING

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Annotation: The article discusses the urgent problem of organizing the modern process of teaching Russian as a foreign language, providing educational language training for students. The importance of using modern teaching technologies is noted, which helps to learn the language more effectively. The characteristic of the methodology of teaching the Russian language at the initial stage of training is given. The characteristics and advantages of the game form of training, the use of situational dialogues, as well as the importance and role of the grammar of the Russian language for the implementation of more effective communication practices are described.

Keywords: situational dialogue, communication skills, game teaching methods, Russian as a foreign language, educational process, grammar.

A huge amount of information about the modern world has been accumulated in Russian. In this language, the most advanced information is created, recorded, stored and disseminated today. Therefore, without knowledge of the Russian language it is very difficult to navigate in the modern world.

Teaching Russian in Uzbekistan is undergoing, like all other spheres of social life, a period of radical restructuring. This is a review of goals, objectives, methods, materials. New time, new conditions required a review of both the general methodology and specific methods and techniques of teaching foreign languages, including Russian. All this speaks in favor of the idea of the need for a special, more thoughtful approach to the problems of teaching Russian.

The goals of teaching Russian should be defined more broadly, including in the list of tasks to be solved, the education of future native speakers in the spirit of modern requirements. Language proficiency predetermines a special, attentive attitude to many factors – to the people whose language is being studied, to its culture, traditions, literature.

The main task of teaching Russian in Uzbekistan at present is teaching the language as a real and full-fledged means of communication, preparing a harmoniously developed generation with relevant personal qualities. Studying Russian contributes to the formation of a harmonious modern linguistic personality, expanding the possibilities of realizing one's abilities both in our republic and in the world as a whole. Currently, the relevance of it Russian as a foreign language is due to the need to establish international cooperation. In addition, Russian is a means of popularizing humanistic, spiritual values through works of Russian classics [Selevko, 1998: 122].

The teaching methodology of any discipline involves a set of methods of methods, forms and means of training, the choice of which is determined by the goals, objectives and content of the educational process [Starodumov, 2017: 97]. The main purpose of teaching Russian as a foreign language is to create conditions that ensure quick mastery of the language, its phonetic, lexical and grammatical components. Teaching Russian as a foreign language has a number of features and takes place in several stages with the choice of different approaches and teaching methods.

The first classes are for guidance only and require familiarity with the phonetic structure of the language and the development of articulation inherent in the sounds of the Russian language. Mastering the phonetic component is necessary for the speedy development of reading skills by students, which greatly facilitates the process of learning the language subsequently [Turik, 2009: 123].

The reproductive teaching method is also realized in the study of vocabulary. Learning vocabulary begins with the pronunciation of words by the teacher, followed by their repetition by students. In this case, visual aids should be used and, most importantly, work with the dictionary should be organized.

In the first classes in the study of Russian as a foreign language, students learn the traditional speech formulas of greeting, farewell, acquaintance. Moreover, the formulas of dating involve the communication of information about the name and surname, about age, family and homeland.

At the stage of studying vocabulary, the reproductive teaching method is combined with the communicative one. Mastering the speech formulas is carried out first by repeating after the teacher, then using the dialogue in pairs: one takes on the function of asking, the other – answering, the students change roles. This is the development of linguistic units in the process of communication [Selevko, 1998: 124].

A communicative approach to teaching Russian as a foreign language is also implemented when working with text. Work with the dictionary at this stage is the main one. The teacher asks to translate a small text into his native language, and then to retell it in Russian in his own words. Naturally, for such work, students need some vocabulary of Russian words.

One of the most affordable means in this case is the use of computer technology and the Internet. Means of information and computer technologies allow automating, and thereby simplifying the complex procedure that teachers of additional education and methodologists use when creating teaching aids. Thus, the presentation of various kinds of electronic textbooks, teaching aids on a computer has a number of important advantages. Firstly, it is the automation of both the process of creating such and storing data in any necessary form. Secondly, it is working with an almost unlimited amount of data. Thirdly, pupils of creative associations participate in the creation of these, acquiring many new skills for themselves and thereby benefiting not only themselves, but also the institution of additional education for students.

The possibility of using ICT in the educational process was considered in the articles by L.A. Malinova, K.E. Afanasyev, N.V. Novozhilova.

The use of the Internet gives access to various libraries, allows both students and teachers of additional education and methodologists to participate in videoconferences and discussions. The Internet allows all participants in the educational process to easily and quickly exchange information. Networked communities of teachers have gained great popularity in recent years. Already, there are a large number of resources on the Internet, created and supported by students of institutions of additional education for students, as well as by teachers. Such projects develop independence, collectivism, dedication.

Modern society requires not only an information literate person, but also a creatively independent person. Therefore, it is necessary to develop the independence and creativity of students. This task can be realized by means of information technology, involving students in the creation of electronic textbooks for an educational institution.

The importance and necessity of introducing ICT into the learning process are noted by international experts in the "World Report on Communication and Information 1999–2000" prepared by UNESCO and published at the end of the last millennium by the "Business Press" agency. In the introduction to the report, UNESCO Director-General Federico Mayor writes that new technologies should contribute to "creating a better world in which everyone will benefit from the achievements of education, science and communication". ICTs affect all these areas, but, perhaps, the strongest positive impact they have on education, as "open up the possibility of completely new methods of teaching" [Vsemirnyj doklad YUNESKO po kommunikacii i informacii, 1999–2000].

An example of the successful implementation of ICT was the emergence of the Internet – a global computer network with its practically unlimited possibilities for collecting and storing information, transmitting it individually to each user [https://www.prodenka.ru].

The technology for developing critical thinking through reading and writing has a number of techniques that a Russian language teacher can use in his teaching practice. Such exercises are not associated with reproductive activity, but with analytical. Their application in the classes for studying the Russian language gives positive results, since students memorize linguistic material not by repeating it, but through critical reflection, in essence of which there is a need to accept, process and apply the proposed knowledge [Turik, 2009: 50].

Thus, teaching Russian as a foreign language involves the implementation of a number of pedagogical approaches that determine the choice of specific methods, techniques and forms of learning. It is also worth noting the important function of Russian teacher which becomes for students a guide to the world of centuries-old Russian culture, which is reflected in the exact and vibrant Russian word.

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TEACHING SPEAKING THROUGH PROBLEM SOLVING ACTIVITIES

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Annotation. This article is devoted to the issue of the concept of address. The notion of address illustrates the analysis and understanding of CLT approach how it is implemented in the foreign language-teaching context in Uzbekistan. The author of the work specifies her view and focuses on teaching ESL learners in the country.

Key words: mastering speaking skill, teaching strategies, problem solving, meaningful communication, critical thinking

Speaking is one of important skills to be mastered. Speaking is very important because by mastering speaking skill, students are able to make conversation with others, to give the ideas and to exchange the information with others. Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Teaching English for Uzbek students has had limited success for many years. Numerous attempts were made by the Ministry of Education of Uzbekistan to develop a curriculum that will help students improve their English skills. However, most Uzbek students are not competent in using the English language skills. English teacher should have teaching strategies to solve the problems faced by the students. The teacher must be able to manage their assignments effectively. They are demanded to motivate the students in order to learn English well. Related to that statement, teaching technique becomes one of the important points on the teaching learning activities.

To teach speaking is not an easy job. There are many problems in teaching speaking. First, students have poor of vocabulary. Second, students who use English to speak are students with Uzbek language as native. Third, they rarely practice English to communicate with others. When the teacher asked students to make conversation with their friends in front of class, they would refuse it. Another problem related to the students is that they are not interested with the material given to them. This situation caused them bored and they do not want to continue studying.

Based on the explanation above, I tried to use problem solving activities to improve speaking skills for students in my university. Problem solving method which ensures individuals participation in group of any size. Materials which focus on problem solving offer further opportunities for students to work in pairs or small groups, to share information and opinions on topics, which are meaningful to them. Problem-Solving method is a way of presenting the lesson by presenting the material as a starting point the discussion of issues to be analyzed and synthesized in an attempt to find a solution or answer by the students.

Learning activity is not only focused on getting as much knowledge but also how to use all the knowledge gained to solve problems associated with the material being studied, it is the goal of applied learning model problem solving. Students who can door can solve the problem given by the teacher to the students well, then the students are considered to have learned the lesson well. Besides other purpose applied learning model of problem solving are as follows:

a. Produce students who have knowledge and skills in solving problems that will be encountered later in the community. Experts argue that the “problem-solving abilities within certain limits can be established through a field of study and disciplines are taught”, Olii, Helena. 2008[1]

b. Using the knowledge gained to solve problems associated with the material.

c. Students become skills edit selecting relevant information and then analyze them and eventually re-examine the results.

d. Potential increased intellectual

[1] Olii, Helena. 2008. Public Speaking. Jakarta: PT.Indeks

e. Students learn how discoveries through the process conduct discovery.

And the purpose of this study was to develop students' English using problem solving activities and video materials, and evaluate students' attitudes toward the use of vocabulary and video materials in teaching integrated skills. The objectives of the study were to develop integrated skills for students learning English using vocabulary and video materials and assess students' attitudes toward the use of vocabulary and materials in teaching integrated skills. The strengths of learning problem solving are as follows:

a. Educating students to think systematically
b. Being able to find a way out of the situation in face
c. Learning to analyze a problem from various aspects
d. Educating students believe themselves
e. Think and act creatively
f. Solve problems faced realistically
g. Can make school education more relevant to early life, especially the world of work
h. Stimulate the development of student thinking progress to complete problems encountered with the right.

The weakness learning problem solving are:

a) It takes quite a lot, because the students need the much time to think and analyze the problems
b) The ability of students in solving different problems, sometimes students can not to solve the problems because they difficult to think and analyze the problems.

What Is Problem-Based Learning?

Problem-based learning (PBL) is a teaching approach that combines critical thinking, problem-solving skills, and inquiry as students explore real-world problems. It is based on unstructured, complex, and authentic problems that are often presented as part of a project. PBL addresses many of the learning goals presented in this text and across the standards, including communication, creativity, and often production.

The PBL literature points out that both content knowledge and problem-solving skills are necessary to arrive at solutions, but individual differences among students affect their success, too. For example, field-independent students in general do better than field-dependent students in tasks. In addition, students from some cultures will not be familiar with this kind of learning, and others may not have the language to work with it. Teachers must consider all of these ideas and challenges in supporting student problem-solving.

Characteristics of effective technology-enhanced problem-based learning tasks

PBL tasks share many of the same characteristics of other tasks in this book, but some are specific to PBL. Generally, PBL tasks:

✓ Involve learners in gaining and organizing knowledge of content. Inspiration and other concept-mapping tools like the app Popplet are useful for this.
✓ Help learners link school activities to life, providing the "why" for doing the activity.
✓ Give students control of their learning.
✓ Have built-in and just-in-time scaffolding to help students. Tutorials are available all over the Web for content, language, and technology help.
✓ Are fun and interesting.
✓ Contain specific objectives for students to meet along the way to a larger goal.
✓ Have guidance for the use of tools, especially computer technologies.
✓ Include communication and collaboration (described in chapter 3).
✓ Emphasize the process and the content.
✓ Are central to the curriculum, not peripheral or time fillers.
✓ Lead to additional content learning.
✓ Have a measurable, although not necessarily correct, outcome.
✓ More specifically, PBL tasks:

✓ Use a problem that "appeals to human desire for resolution/stasis/harmony" and "sets up need for and context of learning which follows" (IMSA, 2005, p. 2).

✓ Help students understand the range of problem-solving mechanisms available.

✓ Focus on the merits of the question, the concepts involved, and student research plans.

✓ Provide opportunities for students to examine the process of getting the answer (for example, looking back at the arguments).

✓ Lead to additional "transfer" problems that use the knowledge gained in a different context.

Not every task necessarily exhibits all of these characteristics completely, but these lists can serve as guidelines for creating and evaluating tasks.

Student benefits of problem-solving

There are many potential benefits of using PBL in classrooms at all levels; however, the benefits depend on how well this strategy is employed. With effective PBL, students can become more engaged in their learning and empowered to become more autonomous in classroom work. This, in turn, may lead to improved attitudes about the classroom and thus to other gains such as increased abilities for social-problem solving. Students can gain a deeper understanding of concepts, acquire skills necessary in the real world, and transfer skills to become independent and self-directed learners and thinkers outside of school. For example, when students are encouraged to practice using problem-solving skills across a variety of situations, they gain experience in discovering not only different methods but which method to apply to what kind of problem. Furthermore, students can become more confident when their self-esteem and grade does not depend only on the specific answer that the teacher wants. In addition, during the problem-solving process students can develop better critical and creative thinking skills.

Students can also develop better language skills (both knowledge and communication) through problems that require a high level of interaction with others (McIntosh, Thomas G.2000)[1]. This is important for all learners, but especially for ELLs and others who do not have grade-level language skills. For students who may not understand the language or content or a specific question, the focus on process gives them more opportunities to access information and express their knowledge.

The problem-solving process

The use of PBL requires different processes for students and teachers. The teacher's process involves careful planning. There are many ways for this to happen, but a general outline that can be adapted includes the following steps:

After students bring up a question,

➢ put it in the greater context of a problem to solve (using the format of an essential question; see chapter 4) and decide what the outcome should be–a recommendation, a summary, a process?

➢ Develop objectives that represent both the goal and the specific content, language, and skills toward which students will work.

➢ List background information and possible materials and content that will need to be addressed.

➢ Get access to materials and tools and prepare resource lists if necessary.

➢ Write the specific problem. Make sure students know what their role is and what they are expected to do. Then go back and check that the problem and task meet the objectives and characteristics of effective PBL and the relevant standards. Reevaluate materials and tools.

➢ Develop scaffolds that will be needed.

➢ Evaluate and prepare to meet individual students' needs for language, assistive tools, content review, and thinking skills and strategies

➢ Present the problem to students, assess their understanding, and provide appropriate feedback as they plan and carry out their process.

Problem-solving strategies that teachers can demonstrate, model, and teach directly include trial and error, process of elimination, making a model, using a formula, acting out the problem, using graphics or drawing the problem, discovering patterns, and simplifying the problem (e.g., rewording,

[1] McIntosh, Thomas G. Problem Solving Processes. TheScienceTeacher, 62 (4): 16-19. 1995

changing the setting, dividing it into simpler tasks). Even the popular KWL (Know, Want to Know, Learned) chart can help students frame questions. A KWL for a project asking whether a superstore should be built in the community might look like the one in.

Teaching problem-solving in groups involves the use of planning and other technologies. Using these tools, students post, discuss, and reflect on their joint problem-solving process using visual cues that they create. This helps students focus on both their process and the content. Throughout the teacher and student processes, participants should continue to examine cultural, emotional, intellectual, and other possible barriers to problem-solving. During the teacher's process of creating the problem context, the teacher must consider what levels of authenticity, complexity, uncertainty, and self-direction students can access and work within. Gordon (1998) broke loosely structured problems into three general types with increasing levels of these aspects.

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РОЛЬ УЧЕБНЫХ ДЕБАТОВ В РАЗВИТИИ МОНОЛОГИЧЕСКОЙ РЕЧИ СТУДЕНТОВ-ЮРИСТОВ

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Аннотация: статья посвящена раскрытию роли учебных дебатов и дискуссий в развитии монологической речи и совершенствовании культуры речи у студентов-юристов. Особое внимание в данной статье уделено развитию коммуникативно-речевых умений, прежде всего умениям формулировать свою позицию, слушать и учитывать точку зрения партнеров по общению, строить аргументативные тексты, убеждать в своей правоте, соблюдать требования к правильному поведению во время спора и обсуждения. В статье анализируются и сопоставляются с точки зрения их значимости для формирования общекультурных компетенций полемика, дискуссия и дебаты. При этом автор определяет полемику и дискуссию как разновидности спора, а дебаты как разновидность обсуждения.

Ключевые слова: культура речи, культура речевой деятельности, дебаты, дискуссия, полемика, спор, обсуждение, общекультурные компетенции, коммуникативно-речевые умения.

Annotation. The article is devoted to the role of educational debates and discussions in improving the speech culture of law students. Special attention is paid to the development of communication and speech skills, first of all, the ability to formulate their position, listen to and take into account the point of view of communication partners, build argumentative texts, convince them of their rightness, and comply with the

requirements for correct behavior during a dispute and discussion. The article analyzes and compares polemics, discussion and debates in terms of their significance for the formation of General cultural competencies. At the same time, the author defines polemics and discussion as a type of dispute, and debates as a type of discussion.
Key words: speech culture, culture of speech activity, debate, discussion, polemic, dispute, discussion, General cultural competence, communication and speech skills.

Annotatsiya: Maqola yuridik fakultetlartalabalari o‘rtasida nutq madaniyatini oshirishda ta’limiy munozaralar va munozaralarning rolini ochib berishga bag‘ishlangan. Ushbu maqolada kommunikativ va nutq ko‘nikmalarini rivojlantirishga, birinchi navbatda, o‘z pozitsiyasini shakllantirish, muloqot sheriklari nuqtai nazarini tinglash va hisobga olish, bahsli matnlarni qurish, o‘zini to‘g‘ri deb ishontirish, munozara va munozara paytida to‘g‘ri xatti-harakat talablariga rioya qilish qobiliyatini rivojlantirishga alohida e’tibor qaratilgan. Maqolada ularning umumiy madaniy kompetentsiyalarni shakllantirish, polemika, munozara va munozaralarni shakllantirishdagi ahamiyati nuqtai nazaridan tahlil qilingan va taqqoslangan. Shu bilan birga, muallif polemika va munozarani nizo turi sifatida, munozarani munozara turi sifatida belgilaydi.
Kalit syzlari: monologik nutq,muallif polemika, nutq madaniyatini, o‘z pozitsiyasini shakllantirish,

Коренные изменения в жизни нашего общества затронули все сферы его жизнедеятельности, в том числе и образование в целом. В настоящее большое внимание уделяется методике обучения государственному (узбекскому) языку, однако русский язык продолжает играть роль средства общения между странами СНГ и между разными национальностями внутри страны. Сегодня методическая наука усовершенствует задачи, содержание и методы обучения родному, русскому и иностранным языкам. В этих условиях важное значение приобретают проблемы взаимосвязанного обучения русскому (иностранному) и родному языкам во взаимодействии с национальной культурой их носителей, удовлетворении языковых потребностей обучающихся.

Одной из задач многогранной работы со студентами и учащимися является развитие и совершенствование связной речи, привитие им навыков и формирование у них умений конструировать монологическое высказывание (текст) в определенной композиционной форме.

Однако опыт работы показывает, что студенты, владея прочными грамматическими знаниями и определенным словарным запасом, испытывают значительные затруднения при составлении собственного высказывания.

Главной причиной такого положения, на наш взгляд, следует считать низкий уровень практических умений обучающихся, что объясняется отсутствием специальной и целенаправленной работы по их формированию.

Термин «культура речи» в настоящее время трактуется учеными неоднозначно. В объем данного понятия, прежде всего, принято включать степень соблюдения в речи норм русского литературного языка и степень ее соответствия коммуникативным качествам речи на уровне предложения. Такова интерпретация значения термина «культура речи» в «узком» смысле. Расширенные трактовки «культуры речи» связаны с уровнем текста (высказывания) и коммуникативной ситуации в целом.

В этом отношении ведущими критериями оценки уровня культуры речи являются нормы общения: этические, коммуникативные и этикетные, а также проявление коммуникативных качеств речи на уровне текста. Такое понимание культуры речи предполагает не только сугубо лингвистическую, но и культурологическую составляющую, внимание к содержанию речи и к способам взаимодействия партнеров по общению, оценку не только вербальной, но и невербальной стороны речи и т.д.

Однако при решении проблем развития культуры речи, при обучении студентов юридических вузов использования понятия «культура речи» преимущественно в качестве оценочной шкалы недостаточно, поскольку эта шкала в большей степени констатирует уровень, но не создает условий для его повышения. Следовательно, в методике обучения культуре речи необходим такой подход, который бы сочетал в себе и оценочные, и развивающие, обучающие компоненты.

Таким наиболее точным и продуктивным в методическом плане подходом мы предлагаем признать рассмотрение культуры речи как культуры речевой деятельности [2]. Культура речевой деятельности предполагает осознанную и целенаправленную деятельность обучающихся, сочетает в себе все виды речевой деятельности. В этом контексте с точки зрения культуры оценивается не только продукт, но и процесс, и результат речевой деятельности.

И именно этот подход в наибольшей степени отвечает запросам современных процессов в сфере образования, ориентированных на поднятие уровня общей культуры обучаемых. Не случайно компетентностная модель, закрепленная в программу предмета на основе которой развивается культура речи [3], в обязательном порядке включает общекультурные компетенции, необходимые для представителей всех специальностей.

Готовность и способность вести диалог, слушать и слышать, выступать публично, обсуждать различные профессиональные и социальные проблемы, вести споры – это все ключевые компетенции, наиболее сложной из которых является способность грамотного разрешения разногласий, связанных с проведением дискуссий, полемики и дебатов. Что же делает дискуссии и дебаты эффективным средством совершенствования культуры речи? Эти речевые жанры оказывают неоценимую помощь, главным образом, в развитии крайне важного с точки зрения культуры речи умения формулировать свою позицию и не только доказывать ее, но и убеждать в своей правоте, строить выверенные логически аргументированные тексты, подбирать и формулировать убедительные аргументы, выстраивать их в наиболее выигрышном для говорящего порядке, учитывать их силу относительно данной аудитории (адресата), иллюстрировать эти аргументы примерами, использовать различные средства демонстрации, придающими еще большую убедительность всему тексту и т.д.

В ходе подготовки к дискуссии или дебатам, в ходе их проведения и анализа результатов студенты-юристы отрабатывают все основные действия и операции, характерные для грамотной речевой деятельности, для реализации всех норм общения и литературного языка. На разных этапах речевой деятельности участникам спора необходимо использовать как письменные виды речевой деятельности (при подготовке своих высказываний, при подборе материала и т.д.), так и устные – на самих дискуссиях или дебатах. При этом обязательность немедленного реагирования на выступления других участников спора или обсуждения обусловливает отработку умений активно создавать импровизационные аргументативные высказывания во внутренней и внешней речи, определяет усиление степени ее устности, в том числе и в использовании невербальных компонентов. Немаловажно и то, что публичный характер высказываний и свойственная подобным ситуациям повышенная речевая ответственность развивает также максимально высокий контроль всех компонентов речи. Очевидно, что все перечисленные умения крайне необходимы каждому выпускнику юридического вуза и что включение дискуссий и дебатов в перечень основных общекультурных компетенций только подчеркивает их значимость. Не случайно дискуссия во многих европейских системах образования признается также и одним из ведущих методов обучения. Что необходимо иметь в виду преподавателю, использующему в обучении различные виды спора и обсуждения?

Прежде всего – не тождественность в целях и характере этих речевых жанров. Как известно, дискуссия и полемика являются разновидностями спора и различаются прежде всего целями: дискуссия проводится для выяснения истины, а полемика, как враждебный спор, – для достижения победы в нем. Из этого главного различия следуют и другие. Преимущество каждого участника может быть достигнуто только за счет принижения другого (других), что всегда неизменно сопровождается нарушением как этических, так и коммуникативных норм речи. Это определяет эффективность полемики как формы учебной деятельности в основном у тех студентов, для кого особо важно развить самоконтроль.

Дискуссия представляет собой такой жанр публичного спора, который, по сравнению с полемикой, для образовательных целей обладает целым рядом преимуществ. Поскольку в дискус-

сии оппоненты спорят ради достижения истины, это существенно развивает ее коммуникативную направленность и внимание к другим участникам общения – к оппонентам, проппонентам и зрителям. Существенным преимуществом дискуссии относительно других речевых жанров, требующих создания аргументативного текста, безусловно, относится и стремление всех участников к максимальной убедительности, для чего в наибольшей степени ими используются различные варианты способов и видов доказательства. Однако, как в процессе, так и в результате дискуссии неизменно происходит, и наибольшая поляризация позиций участников, которая обусловлена тем, что, стремясь убедить других в своей правоте, риторы в первую очередь еще больше убеждают в ней себя и своих оппонентов. Необходимость противостоять оппонентам также добавляет желания отстоять свою точку зрения, ни в чем не согласиться с ними. Все это в совокупности, как правило, приводит к тому, что участники дискуссии становятся еще более непримиримыми.

Дебаты, в свою очередь, обладают рядом своих особенностей и преимуществ в совершенствовании культуры речи. Оговорим, что среди множества разновидностей жанра в плане совершенствования культуры речи наиболее эффективны те, цель которых – как можно более глубоко и всесторонне обсудить выдвинутую проблему [1]. Цель «обсудить» определяет и характер взаимодействия, и результат дебатов. Разногласия в дебатах – это не прямо противоположные позиции по обсуждаемому вопросу, а такие, при которых различия проявляются либо не по всем пунктам, либо только в некоторых аспектах.

В результате оппоненты сосредотачиваются не на противоречиях, а на дополнении или корректировке представлений о том или ином аспекте проблемы, а в конечном счете – на поисках оптимального пути решения поставленной проблемы. В ходе дебатов, участники которых, как правило, воспринимают друг друга как партнеров, происходит сближение изначально противоположных позиций, смягчение категоричности утверждений.

Различия между дебатами и дискуссией ставят перед преподавателем проблему выбора наиболее целесообразного жанра в качестве активной инновационной формы проведения занятий. Для этого важно оценить, какова должна быть глубина рассмотрения выбранной студентами-юристами темы (дебаты позволяют рассмотреть вопросы с нескольких сторон), каково реальное соотношение приверженцев обеих точек зрения (если они примерно равны, полноценная дискуссия возможна, если нет – лучше предпочесть дебаты). Студентам – юристам предлагаются на выбор различные темы (для дебатов или устного публичного выступления):

1. Слово в речи юриста.
2. Искусство доказывания в состязательном судебном процессе.
3. логические основы судебной речи.
4. Этические основы судебных прений.
5. Подготовка оратора к выступлениям в судебных прениях.
6. Обвинительная речь прокурора.
7. Средства речевого воздействия в судебной речи.
8. техника речи – средства речевого воздействия.
9. Выдающийся юрист и оратор (на выбор).

А также, необходимо учитывать и численность студентов в группе.

В дискуссии часто происходит ситуация, когда основные аргументы ЗА и ПРОТИВ высказываются в первые минуты. И тогда остальные студенты начинают либо повторять сказанное, либо отказываются от выступления на основании того, что не знают, что еще можно сказать по теме дискуссии. В дебатах этого не происходит, поскольку обсуждение делится на несколько этапов - подвопросов.

Таким образом, каждый из рассмотренных нами жанров – спора, обсуждения, учебных дебатов и дискуссий имеет огромный потенциал в развитии монологической речи и совершенствовании культуры речи студентов юридических вузов, однако эффективность их использования во многом будет определяться выбором дискуссии или дебатов на основании понимания их особенностей и возможностей.

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DEVELOPMENT OF THE STUDENTS 'RESEARCH ACTIVITY WITH THE HELP OF "WORKSHOP TECHNOLOGY" IN A COLLABORATIVE ENVIRONMENT

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Annotation. This article talks about a teacher of a new generation who is able to focus on the needs of a particular student directly, to reveal his potential with the help of the technology of workshops that allows them to develop themselves individually, to realize themselves and their place in the world, to understand other people, as well as the laws of the world in which they live, perspectives of the "future" that will affect them back.

Key words: differentiated approach, pedagogical profiles, information literacy, Individualization of education, project approach, collaborative environment.

An important method of obtaining information on the study of the dynamics of the formation of components of educational activity is the teacher's ability to deliberately observe the activities of each student, make notes, write down, correlate the real activities of students with the description of each levels. You can study the dynamics using special techniques and tasks.

The role of educational cooperation in the formation of students' skills of independent educational activity. In its extremely developed form, the ability to build educational cooperation coincides with the ability to learn - to independently expand their own knowledge, skills, abilities. Designing lessons by several types: designing an educational problem, planning and finding a solution, concretizing and applying the method for solving particular problems, monitoring and evaluating the measure of ownership of the method, as well as according to the proposed form of the "lesson" plan: lesson stage, teacher activities, student activities, methodical commentary.

The idea of such lessons is to create conditions for the teacher to maximize the impact of the educational process on the development of the student's individuality. Their implementation is possible in the event that the following are selected as the targets of the training sessions:

• the formation of a system of scientific knowledge among students and their mastery of the methods of human activity on the basis of actualization and "cultivation" of their subject experience;

•assisting students in finding and acquisition of their own individual style and pace of learning activity, disclosing and developing individual cognitive processes and field of interests;

•assistance to the student in the formation of a positive self-concept, the development of creative abilities, mastering the skills and abilities of self-knowledge and self-construction.

Modern higher education is going through a new stage MOODLE, European Credit Transfer and Accumulation system in its development. The growing volume of information, modernization, complication of curricula make the student the highest demands. Any teacher knows very well that students of the same age differ significantly from each other not only in their abilities, the rate of assimilation of knowledge, but also in terms of working capacity, in terms of fatigue under the same load. Therefore, it is very important that the trainees go through this difficult path, first of all, without prejudice to their health, without losing interest in learning, without losing faith in themselves, in their strengths. And this is possible only with a personality-oriented approach in teaching and educating students.

The implementation of a personality-oriented approach to teaching allows, as a result of a comprehensive study, to create ideas about the character of each of them, about his interests, abilities, the influence of his family and the immediate environment on him, to get the opportunity to explain the act and his attitude to learning in general. Since there are no ready-made recipes in teaching and upbringing, the problem of a personality-oriented approach is of a creative nature. And its necessity is connected, first of all, with the individual capabilities of each student.

The lesson is the main element of the educational process, but in the system of student-centered learning, its function, the form of organization, changes. A personality-oriented lesson is not only an orientation towards the assimilation of a certain amount of knowledge by students, but also the development of his personality, his cognitive and creative abilities. The purpose of the personality-oriented lesson is to create conditions for the cognitive activity of students. Recognition of the student as the main actor in the entire educational process is, in my opinion, the essence of personality-oriented pedagogy. Solving the problem of revealing the individual abilities of students through a student-centered lesson, we are faced with the resolution of contradictions:

1) between the requirements of the concept of primary education and the real learning outcomes due to the low cognitive activity of students;

2) between the individual way of assimilating knowledge and the mass nature of education;

The relevance is due to the educational activity itself, the renewal of the content of education, the formation in students of methods of independent acquisition of knowledge, the development of activity. Without basic motivation, without the awakening of interest, the development of knowledge will not happen. Based on this provision, the principles of pedagogical activity are determined, which are necessary for the conditions for the development and improvement of the student's personality:

1) the use of the student's subjective experience;

2) actualization of existing experience and knowledge as an important condition that contributes to the understanding and introduction of new knowledge;

3) variability of tasks, providing the student with freedom of choice when performing them and solving problems, using the most significant methods for working out educational material;

4) providing in the lesson personally meaningful emotional contact between the teacher and students on the basis of cooperation, creating the "friendly atmosphere" among the learners, motivation to achieve success through the analysis of not only the result, but also the process of achieving it;

5) generateing a situation of success (at each lesson, the student should feel the joy of the successfully completed work);

6) creating a favorable atmosphere for productive search activity (compassion and understanding on the part of the teacher, posing problematic questions that spark and interest learners).

In order to improve the educational results of each student, we must create motivation for him. Our task is to build a school of success for each student. That is why we are talking about educational trajectories, a differentiated approach, a targeted approach. But if you do not build such a targeted approach to each teacher, the success of each individual student will not work out.

Humanism, individual approach, communication skills, learning activities. As an example "Workshop technology". The technology of the workshops is practiced by a group of French teachers "French group of new education"; it is based on the ideas of free education of J.-J. Rousseau, L. Tolstoy, S. Freinet, the psychology of humanism of L. S. Vygotsky, J. Piaget, K. Rogers.

In the technology of workshops, the main thing is not to communicate and master information, but to convey the methods of work, whether it is natural science research, textual analysis of a work of art, research of historical primary sources, means of creating works of applied art in ceramics or batik, etc. a very difficult task for a teacher. All the more grateful are the results expressed in the mastery of creative skills by students, in the formation of a personality capable of self-improvement, self-development.

Target guidelines: provide students with psychological tools that allow them to develop themselves personally, to realize themselves and their place in the world, to understand other people, as well as the laws of the world in which they live, the prospects of the "future" that will affect them.

Features of the content: a workshop as a local technology covers a greater or lesser part of the content of an academic discipline. It consists of a series of tasks that direct the work of the learners' in the right direction, but within each task the students are absolutely free. Each time they are forced to make a choice of the path of research, the choice of means to achieve the goal, the choice of the pace of work, etc.

A workshop often begins with updating everyone's knowledge of a given issue, which is then enriched with the knowledge of group mates. At the next stage, knowledge is corrected in a conversation with another group, and only after that the group's point of view is announced to the class. At this moment, knowledge is once again adjusted as a result of comparing its position with the position of other groups.

An algorithm is a formalization of a technological process in the form of a sequence of some steps, blocks of activity that depend on the content of the cognitive area, but also have a prior-subject part, which is determined by the methods of student activity common to all areas.

On April 14, 2020, the Head of the Education and Skills Department of the Organization for Economic Cooperation and Development (OECD), Special Adviser to the OECD Secretary General on Education Policy, one of the founders of the largest international comparative study of the quality of education PISA made a speech at the XVIII April HSE International Scientific Conference. Andreas Schleicher. In his report "Global trends in the transformation of national education systems, what will education be like in 2035?" A. Schleicher described 10 key factors for the success of the development of education systems for the next two decades:

* Information literacy.
* Application of talents.
* Less is better, but deeper.
* Equal access to education.
* Exchange of experience between teachers.
* Rejection of system control.
* Individualization of education.
* High productivity of studies.
* New quality assessment.
* Borrowing the best.

Students were asked to make their own decisions, and not just state the correctness or incorrectness of judgments - this meets the requirements for the development of independence and responsibility in the learning process, a non-standard approach to professional activity. Evaluation of the results of the design of pedagogical technologies with a focus on the selected criteria. The designed pedagogical technologies correspond to the selected criteria.

Thus, the didactic goals set during the design of pedagogical technologies aimed at solving the problems of the learning process can be considered achieved. The creative level of mastering the educational material is ensured through the choice of the didactic component of pedagogical technologies: the content of the designed tasks, as well as direct discussion of them in the process of conducting a learning game (choosing an organizational form of training).

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The professional activity of any skilled worker and specialist necessarily includes a number of actions, for the performance of which unconditional clarity, systematized knowledge, and practiced skills are required. The reproductive methods used in this case, associated with simple reproduction of information, even without its transformation, give the learning process monotony, because students to lose motivation and, as a result, a negative attitude towards the information itself will grow.

Formulation of design goals (requirements for pedagogical technologies). Experimental work has shown that pedagogical design is an endless process, in this regard, motives for improving the training course can be motives:

internal motives - striving for professional self-realization;

external motives - advanced training or changes in the external conditions of pedagogical activity (change in the composition and nature of external requirements for the course, change in hours for classroom lessons, etc.), the vagueness of the boundaries of the existence of pedagogical innovations.

It is not always possible to fully implement in practice what was conceived in the work program of the academic discipline due to the unavailability of both the socio-pedagogical environment, and the teacher himself to follow his own project in practice, which requires him to spend more than usual on restructuring the usual rhythm of classes, refusal from stereotypes in teaching; the complexity and ambiguity of determining the results of innovations, and also much depends on the personality of the students.

Conclusion: The main criteria for comprehending and evaluating what is observed in the lesson:

the effectiveness of the work of each student in achieving the planned results;

formation of students' independent thinking, initiative;

the effectiveness of the lesson in the implementation of the tasks of spiritual and moral education;

teacher's activities for the development of student activities.

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ВИДЕО КОНТЕНТ КАК МАТЕРИАЛ ДЛЯ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ ДИСКУРСА ПО РКИ

НОСОВА МАРИЯ БОРИСОВНА

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Обучение дискурсу осуществляется с использованием видеоматериалов в качестве визуального представления национально специфической информации. Одной из важных задач в процессе обучения иностранцев русскому языку является формирование навыков самостоятельной работы в соответствии с концепцией «учиться всю жизнь» (lifelonglearning) и растущей ролью самообразования. В данной статье представлен проект видео блога с отрывками из художественных фильмов, демонстрирующих образцы бытового и профессионального дискурсов на русском языке. Каждое видео содержит субтитры, перевод на другие языки, лексико-грамматические и лингвострановедческие комментарии и задания к видео в качестве самостоятельной работы.

Keywords: видеоблог, влог, дискурс, иностранные студенты, русский язык как иностранный, самостоятельная работа

Видеоблоги (влоги) стали важной частью жизни современного человека, так как представленная в них информация легко воспринимается благодаря видеоряду, экстралингвистической информации, оказываемому на зрителя эмоциональному воздействию,представлению изучаемого явления в трёхмерном пространстве, демонстрации образцов поведения. Краткие видео с небольшим объёмом новой информации вызывают у студентов интерес, готовность и желание выполнять домашнее задание с использованием видео контента. Такой объёмный и разнообразный видео ресурс необходимо использовать в практике преподавания русского языка как иностранного.

При отборе эмпирического материала для исследований в области когнитивной лингвистики используют естественный языковой материал в виде аудиозаписей реального дискурса. Отметим, что несмотря на то, что в методике преподавания иностранных языков выделяется аудиовизуальный метод обучения и активно используются средства зрительной и слуховой наглядности, записи реального дискурса в качестве материалов обучения используются редко. Зачастую в рамках обучения правилам коммуникации используются тексты, отражающие языковые особенности общения в определённом социальном институте, однако полного представления о дискурсе они не дают. В связи с этим в качестве источника информации при обучении дискурсу[1] необходимо использовать видеоматериалы.

Отметим дидактические преимущества использования видеоматериалов при обучении дискурсу на русском языке. Использование видеоматериалов является эффективным средством реализации принципа наглядности в обучении, носит мультидисциплинарный характер и решает ряд задач:

– приобретение универсальных знаний,

[1] под дискурсом мы понимаем сложное коммуникативное явление, рассматриваемое в событийном аспекте, имеющееэкстралингвистические, прагматические и другие компоненты, среди которых центральное место занимает языковая составляющая

– приобретение знаний по изучаемой дисциплине (при обучении профессиональному дискурсу),

– стимулирование использования девайсов, социальных сетей и приложений на русском языке,

– формирование умений и навыков работы с текстовой, аудио и видео информацией,

– воспитание информационной культуры обучающихся.

Отбираемые фрагменты видеоматериалов должны быть сюжетно-законченными, визуализирующими одно дискурсивное событие; длительность одного эпизода должна составлять не более 3 минут.

Очевидно, что изучение иностранных языков характеризуется не только аудиторной работой с преподавателем, но осуществляется на протяжении всего периода изучения иностранного языка, требует постоянного совершенствования и изучения наиболее актуальных реалий, происходящих в стране. В связи с этим одной из важных задач в процессе обучения иностранцев русскому языку является формирование навыков самостоятельной работы в соответствии с концепцией «учиться всю жизнь» (lifelonglearning) и растущей ролью самообразования. Самостоятельная работа является важной составляющей процесса обучения и имеет свои особенности. Студенты не ограничены по времени и могут выбрать подходящий их уровню знаний, темпераменту и другим особенностям личности темп работы; несколько раз посмотреть видео, выписать новые слова и обороты; в большей степени задействованы творческие способности, так как вне аудитории, социума и официальной учебной обстановки человек чувствует себя более раскрепощённым, свободным и готовым проявить свою индивидуальность.

В данной статье представлен проект видеоблога с различным видеоконтентом (художественные фильмы, сериалы, тв шоу), демонстрирующим образцы бытового и профессионального дискурсов на русском языке. Он ориентирован на студентов, владеющих русским языком на уровне В1 и выше. Тематическое разнообразие профессионального дискурса обусловлено разными сферами, в которых обучаются иностранные студенты: военные академии, медицинские, технические и гуманитарные вузы и другие, при этом каждый дискурс имеет свои особенности.

Охарактеризуем самостоятельную работу с использованием видео контента при обучении дискурсу. Во-первых, основная часть самостоятельной работы включает перцептивную деятельность: просмотр видео, чтение субтитров и перевода, изучение комментариев. Во-вторых, видеофрагмент должен сопровождаться вопросами не языкового, а прагматического, экстралингвистического или стратегического характера. В-третьих, как информация в видео, так и сами задания могут иметь отсылки к другим видео данного влога для создания эффекта единства, связанности, так называемой «медиаобразовательной среды»[1][Гура, 2007]. В-четвёртых, студент волен сам выбирать интересующее его видео.

Отметим, что иностранный язык изучают для того, чтобы использовать его в качестве инструмента в дальнейшем познавательном процессе, бытовом или связанном с будущей профессией. Знакомство с подобными обучающими русскому языку видеоблогами снимет страх использования видеоблогов на русском языке по другим темам (игра на гитаре, обзоры, профессиональные влоги). Помимо этого, есть много полезных влогов, созданных для русских студентов, обучающихся в разных вузах страны, и иностранные студенты, как члены студенчества, могут быть лишены доступа к этой информации.

С методической точки зрения данный приём самостоятельной работы может использоваться в рамках дискурсивного подхода, характеризующегося системностью, интегрированностью, ориентированностью на личность и учебно-профессиональную и социально-бытовую сферы

[1] под медиаобразовательной средой понимаетсякультурно-образовательная среда, в которой главным носителем информации являются электронные образовательные ресурсы различной модальности (текст, изображение, звук, видео), доступные пользователю в данной среде

жизни с трёхмерной подачей материала (текст, аудио и видео). Дискурсивный подход является нелинейным, целостным, интегрированным, включает и выход в коммуникацию, и наблюдение и анализ существующих образцов дискурса [Носова, 2020].

После отбора видеоматериалов к каждому эпизоду оформляются субтитры; производится перевод на другие языки;создаются лексико-грамматические и лингвострановедческие комментарии, поясняющие наиболее сложные ситуации; предлагается выполнить задания в качестве домашней работы и написать ответы в комментариях.

Отдельно отметим роль комментариев к видеоблогу. Так как материалы влога находятся в открытом доступе, оставлять комментарии и отвечать на возникающие вопросы могут разные люди: как иностранцы, так и русские преподаватели, натолкнувшиеся на влог во время поиска интересных материалов для своих студентов. Таким образом, у подписчиков появится возможность вступить в реальный дискурс и с носителями языка, и с теми, кто изучает русский язык.

Представим образцы заданий по обучению военному и медицинскому профессиональным дискурсам на русском языке, а также по обучению бытовому дискурсу. Дополнительные вопросы к видео не требуются, так как вся необходимая информация содержится в комментариях и в самом видео. В качестве примеров были выбраны максимально универсальные для обучения дискурсу вопросы.

Для выбора наиболее интересного, познавательного и эффективного видео контента и создания заданий к нему необходимо принимать во внимание особенности каждого вида национального дискурса в силу того, что особенности социального взаимодействия и социальной структуры, т.е. особенности социальных институтов, влияют на особенности ведения дискурса [Dijk 2006: 359-383]. В связи с этим охарактеризует особенности каждого рассматриваемого в данной статье вида дискурса.

Военный дискурс характеризуется военной терминосистемой, лаконичностью, краткостью, ролью статусности (звания), единством учебно-профессиональной и социально-бытовой сферами (жизнь в казармах), национальной спецификой, высокой ролью понимания контекста при клишированной речи, умением прогнозировать дальнейшие действия. В качестве примера был выбран фильм «Диверсант» (А.И. Малюков, 2004), а именно первый эпизод в фильме (1:20 - 3:33). Варианты заданий к этому эпизоду представлены ниже.

1) *Опишите место действия.* Данное задание нацелено на тренировку проведения анализа ситуации общения, в которой происходят события. От умения проанализоровать ситуацию может зависеть понимание сюжета. Студенты должны описать, что они видят, кого они видят, что написано на стенах и т.д.

2) *Предположите, в какое время происходят эти события.* В данном задании студенты должны на основе анализа места действия и общепредметных знаний предположить, когда могли происходить эти события.

3) *Найдите и напишите в комментариях к видео фразы, относящиеся к военному дискурсу.* Выполняя данное задание, студенты демонстрируют стилистические знания, знания из профессионального сферы общения и умение разделять бытовой и профессиональный дискурс.

4) *Прокомментируйте оставленные в комментариях ответы на предыдущий вопрос.* Приём взаимопроверки, участие в реальном дискурсе.

5) *Предположите, что произойдёт потом*. Данное задание тренирует стратегическое мышление и способность прогнозировать развитие событий.

Отметим несколько особенностей **медицинского дискурса**: медицинская терминосистема, национальная специфика. В качестве примера приведём сериал «Интерны» (3 сезон 122 серия), а именно фрагмент 1:33 - 3:37. Перед просмотром видео необходимо разместить комментарий о том, что врач - американец, хорошо знающий русский язык. Возможные задания представлены ниже.

а)*Кем являются люди, одетые в чёрное?*Задание нацелено на анализ социального статуса по поведению, действиям, внешности и языку;

б) *Найдите и напишите в комментариях к видео фразы, относящиеся к медицинскому дискурсу.* Задание нацелено на определение относящихся к медицинскому дискурсу лексических и синтаксических единиц.

в) *Как говорили люди в чёрном?* Студентам нужно проанализировать языковую и экстралингвистическую составляющую дискурса.

г) *О чём попросили люди в чёрном? Почему?* В рамках задания студенты анализируют национально стереотипное поведение в рамках медицинского дискурса.

В **бытовом дискурсе** присутствуют элементы разных дискурсов, ему свойственно тематическое многообразие, национальная специфика, использование устойчивых оборотов разговорного жанра в тематическом и экстралингвистическом контексте. В качестве примера был выбран сериал «Воронины» (24 сезон 1 серия). Время просмотра фильма: 1:49 - 4:17. Возможные задания представлены ниже.

1)Необходимо дать предпросмотровое задание, заключающееся в том, что первый раз видео нужно посмотреть без звука и предположить, о чём разговаривают герои. Второй раз нужно посмотреть видео со звуком и написать в комментариях, совпали предположения или нет.

2) *Какими родственниками являются герои фильма?* Задание на определение степени родства по поведению, интонации, используемой лексике.

3) *Предположите, могла ли подобная ситуация произойти в вашей стране.* Задание на сравнение с родной культурой студентов.

Данный проект на сегодняшний день реализуется на канале для китайской аудитории и содержит несколько видео [www.xiaohongshu.com].

Таким образом, использование заданий с видео контентом для самостоятельной работы при изучении дискурса, на наш взгляд, является мотивирующим и эффективным приёмом, способствующим повышению интереса к изучению русского языка у студентов уровня В1 и выше, а также исключительно познавательным, особенно внеязыковой среды в условиях онлайн обучения.Планируется, что проект будет развиваться и включать другие языки.

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THE ADVANTAGES OF USING ACCOUNTING-AUDITING TERMINOLOGICAL SYSTEM IN TRANSLATION

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Abstract: In the article the translation of English accounting-auditing terminological system with the application of pragmatical linguistics approach is described. It also underlines the significance of defining the type of official materials that include the accounting-auditing terminological system text types, such as specialized or popular periodical ones.

Key words: accounting,economic terms, pragmatical linguistics approach, accounting-auditing, terminological system, market relations, economic vocabulary.

At present time the classification and description of terms in accounting and auditing areas, linguistic analysis of different structural languages, definition and development of methods, methods and methodologies of the terminology are one of the most important issues facing world linguists.

It is not a secret that linguistics paya great attention to the translation of economic terms from English into Uzbek due to the fact that from year to year it can be observed the development of economic relations between states, legal entities and individuals, which requires training specialists that meet the requirements of labor market. Every day more and more people enter into market relations with foreign companies. As a result, an adequate translation of economic vocabulary becomes very important in order to prevent possible misunderstanding between the participants of communication.

Definitely, the accounting-auditing terminological system in English and Uzbek is somewhat complex and typical, that requires the interpretation of terminological units in terms of their meaning and interpretation. In fact, this law is an important principle that is applicable to any spheres of term. In addition, studies focusing on the study of terminology systems of different languages have given a great importance to the analysis of terminology.

It is known that the economy includes various areas of activity: industry, agriculture, trade, stock exchange and communication. Therefore, it is necessary to consider the possibility of the presence in any type of the text the economic orientation of vocabulary from other fields. Each sector of the economy has its own specific units that require the search for the most accurate translation of a specific expression, taking into account the economic, legal, political and cultural realities of a particular country.

Undeniably, translation-across languages and cultures have a critical role in accounting. This sphere is required in international trade, in operating and accounting for multinational enterprises, in creating, implementing and enforcing international accounting laws and standards, in delivering accounting education to international cohorts of students, and in conducting international and intercultural research. Financial statements and annual reports, standards and standard setting discourse, teaching materials and publication of research findings all require translation for at least some constituents.

That's why, while translating accounting-auditing terminological system, in most cases, from English into Uzbek, linguists try to find an equivalent, which is a very difficult task, since many terms have entered to Uzbek language quite recently and it is not always possible to impose them on the economic realities of Independent Uzbekistan.The cognitive approach to the studied stratum of foreign words allows us to consider the structure of knowledge in the human mind. Consequently, both the process of translating terms and the process of borrowing seems appropriate to consider from the stand point of cognitive linguistics, since they represent two aspects of the same phenomenon-inter language interaction. In this context, terms are understood as cognotypes, and their multi-valued variants, synonyms and homonyms - as variants of the cognitive, units of the metalanguage of a certain sphere of use, denoting a special concept that includes the specific field of knowledge of the speaker [3].

The accounting-auditing terminological system accelerates the process of information exchange between specialists around the world in translation. When translating a lexical unit, it is necessary to take into account the peculiarities of the economic vocabulary as a whole, namely, accuracy of information, lack of emotional coloring, brevity and systematicity [4]. Thus, the translator must correlate the world of the addressing and receiving sides and possess the cognitive apparatus of economics.

A large number of lexical units belonging to the accounting-auditing terminological sphere have several translation options and in most cases it doesn't concern all words, but individual words. This fact makes it possible to subdivide economic vocabulary into single-translation and multi-translational. Translating terms are terms that have one equivalent in the language of translation, and translations, respectively, have several equivalents in translation . For example, the term "account" has several translation options:

1) an account; account entry;2) report (financial);3) the period while exchanging transactions, concluded with the closing of the position on the accounting day;

Translating terms in most cases are expressions and phrases that have one translation option, but, speaking separately, they can be multi-valued.

In order to overcome different translation while translating accounting-auditing terms from English into Uzbek, it is necessary to take into account the cognitive models that underlie one or another text [9]. Thus, in highly specialized accounting-auditing texts, facts and reports on the state of stock markets are usually given, and reports on companies' profits and losses are analyzed.

It is better to use the equivalent of "corporation", since the article in question is highly specialized, which means that the readers of this publication have basic knowledge on the topic. Thus, while translating such texts, it is best to use equivalent borrowings in the target language, since it is assumed that the readers of this publication are experts in the field of economics. For popular-economic texts, it is best to use metaphors that will help to make economic terminology accessible to a wide range of readers, who have only the most general idea of the meaning of certain accounting-auditing terms.

It is important to mention encouraging submissions that address topics relating to language, culture and translation in accounting, auditing and accountability. The following topics are possible topics for including to:

1. Ideological, cultural, social, legal and/or political implications of translation and non-translation in accounting
1. Cognitive and cultural bias and vested interests in translation.
- English as a lingua franca: cultural dominance, values, identities and ideologies.
1. Accounting history across languages and cultures: translation and language change.

Summarizing, it can be suggested that while working with accounting-auditing terminological texts, the translator must take into account the peculiarities of the translation inherent in the two types of text described above. It is the basic difficulty of the work, since it is necessary to take into consideration not only the type of text, but also the context, contextual determinants (lexico-syntactic, morphological and lexical-phrasal), as well as the economic and political realities of the country to which readers are oriented edition.

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DIFFERENT APPROACHES AND TECHNIQUES TO TEACHING INFORMATIVE LISTENING

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Annotation: The article is devoted to investigation of listening comprehension skill and problems students have in the process of listening. The article deals with the approaches to teaching listening comprehension. Two main strategies of listening comprehension are discussed in the article: top-down and bottom-up strategies, their advantages and disadvantages. Some techniques that can be creatively applied by teachers in the learning process have also been described in the article.

Key words and conceptions: informative listening, bottom-up approach, top-down approach, developing comprehension skills, methods of teaching foreign language, speech activity.

Language is the most important means of communication, without it the existence and development of society as a whole is impossible. The main purpose of a foreign language teaching nowadays is the formation of communicative competence, that is the ability to carry out foreign language interpersonal and intercultural communication with people speaking English around the world. Despite its importance, according to some researchers, listening is often neglected at foreign language classes [Hamouda, 2013: 113].

In modern methodology the problem of teaching informative listening occupies a worthy place. It is necessary to offer forms and methods of teaching aimed at formation of listening skills of students. The use of these methods should be considered with the arising difficulties experienced by the student.

Listening is one of the most difficult types of speech activity. And according to some researchers, listening is the least investigated skill [Vandergrift, Goh, 2009: 395]. First of all, it is the one-time presentation of the listening material. Secondly, the listener is not able to change anything, cannot adapt the speaker's speech to his or her level of understanding. Everyone has his or her own style, sometimes it is too scientific, and sometimes it is emotional, full of idioms and figurative expressions. Thirdly, there are a number of objective difficulties that prevent the understanding of speech the first time. These difficulties are related to the conditions of listening, individual characteristics of the source of speech, linguistic features of the perceived material. The first group of difficulties includes external noise, interference, poor acoustics. Studies have shown that if the person speaking is visible, the percentage of listening comprehension will be much higher than in his/her visual absence. Mimicry, gestures, lip movements, and just eye contact contribute to a better understanding of speech. Consequently, the competent use of audio materials in the classroom will help prepare listeners for real-life communication situations and remove possible difficulties. The difficulties of the third group include the use of a large number of unfamiliar words, idiomatic expressions, colloquial formulas, special terms, abbreviations. The knowledge of the speech patterns serving particular situations of communication, the most frequent phraseological expressions and clichés can significantly facilitate the understanding of speech by ear. During listening, the listener performs complex perceptual-mnemonic activity and thought operations of analysis, synthesis, deduction, induction, comparison, contrast, abstraction, concretization, etc. The success of listening is determined by both objective and subjective factors. Objective factors consist of the characteristics of the presented text and the conditions under which it is perceived. Subjective factors are determined by features of the listener's psyche and his or her level of training. When selecting a text for listening, its linguistic features, content characteristics and compositional features should be considered. When assessing the mental features of the trainee, first of all, their speech hearing, attention and memory, the ability to speech guessing and probabilistic prediction, the level of development of inner speech are should be taken into consideration.

The process of listening comprehension, according to many researchers, is the most difficult of all the activities for students learning foreign languages. However, this type of activity is particularly important because, first, the process of teaching is conducted in a foreign language and provides training of listening skills; second, as numerous studies show, the improvement of listening skills positively affects the effectiveness and speed of formation of reading, speaking, and, to a lesser extent, writing skills. Anderson claims that there are three stages in listening process. They are perceptual, parsing and utilization [Anderson, 2007]. On perceptual stage listener encodes the language he hears, on parsing stage the words are turned into mental representation, and on the last stage the listener reacts appropriately to what have been heard.

The formation of the ability to understand foreign speech by ear is also called the most difficult aspect of the process of teaching a foreign language, because it involves the development of both linguistic and non-linguistic skills of students. At the same time, despite the particular importance of listening in the process of teaching a foreign language, listening tasks are often considered by teachers as secondary, sometimes they are preparatory stages before the main tasks of the lesson: development of oral and written skills.

Thus, the insufficient study of approaches and strategies for teaching listening comprehension to students, on the one hand, and the importance of this type of activity, on the other hand, make our study relevant. The task of this article is to analyze the different approaches to the process of teaching listening comprehension, as well as to highlight those positive aspects that could be used in the classes of foreign language in the higher educational institutions.

In the process of listening comprehension of foreign speech, students' understanding of the meaning of the text is built on the basis of their knowledge of the language system, background knowledge, knowledge of the presentation topic, understanding of the overall context of the message. That is, the success or failure in this type ofon the one hand, depends largely on students' long-term and short-term memory and the level of their knowledge, on the other hand, on their ability to correctly interpret the speaker's intentions. Thus, we can talk about the cognitive and social components of the process of perception and understanding of foreign speech by ear.

Perception and processing of information presented aurally consists of recognizing words and dividing them into meaning blocks. In this regard, the form of presentation of information including the use of visual cues supports becomes particularly important. The process of listening comprehension is accelerated if students already have knowledge of the presentation topic obtained during other classes or self-study. Another condition for successful listening comprehension of foreign speech is automation of perception and processing of separate blocks of information, for example, at phonetic, lexical and grammatical levels. Therefore, a prerequisite for the development of students' listening skills is the teacher's work on the formation of skills of rapid recognition by ear of sounds, words and sentences with certain grammatical phenomena.

As for the social component of the listening process, students should be able to recognize the status of the speaker or speakers (if it is a dialogue), understand the acceptability or unacceptability of a certain style of statement for different social roles.

In addition, the listener must be able to quickly recognize the speaker's intentions depending on the overall context of the communication situation. Such an ability depends, among other things, on the knowledge of the cultural differences of the interlocutors. Moreover, the ability to correctly understand the implied meaning of statements and the ability to quickly recognize the speaker's intentions are two different skills.

There are two main approaches to teaching listening comprehension. Bottom-up approach - the approach of teaching students to recognize sounds in foreign speech, then lexical units and on this basis to integrate the meaning of the whole statement. Top-down approach which assumes teaching the conscious perception of foreign speech by hearing, when the student relies on both knowledge of the topic of the presented text, background and general knowledge, and knowledge of phonetics, grammar, vocabulary, syntax, discourse structure of a foreign language, speech patterns, intonation

patterns. Top-down approach assumes that by understanding the context of the audio text, students can recognize and highlight key words and phrases of the audio text, as well as guess the meaning of unfamiliar words and thereby fill in gaps of understanding. This approach also includes teaching students to be aware of the stages and mechanisms of listening comprehension and to self-regulate this process. Thus, this approach involves the development of listening skills on the basis of students' acquisition of theoretical knowledge about listening and students' personal involvement in this process.

The disadvantage of the bottom-up approach lies in its very mechanism: students can recognize individual foreign words, but face difficulties at the level of understanding the meaning of a whole sentence or text, as it is often difficult for them to separate the flow of speech into individual words. The second approach removes such difficulties because it prepares students for the perception of foreign speech in advance by familiarizing them with the process of listening, its stages and psychological mechanisms. The most effective way to teach listening is a combination of these two approaches.

In top-down approach listener receives a general information of the passage he is listening to.In bottom-up approach listener focuses on individual words and phrases and achieves comprehension by connecting these detailed elements together, thus creating a whole [Young, 2012: 7].

We, as teachers, need to be aware of the mental processes that lead to better understanding of the text. This will help us decide what to do in the classroom to help students read and listen better.

The following strategies can be applied when teaching listening.

Defining the topic. Good listeners are able to identify the topic of a written or spoken text very quickly. This allows them to process the text more effectively as they read. Before reading or listening, you can ask your students to brainstorm what they already know about the topic, provide characteristics of the genre of the text, or ask what they want to learn from the text/content (if they don't have enough prior knowledge of the topic of the text).

Predict. Listeners sometimes use guesses to try and figure out what the text is about or talking about. Ask students to anticipate what the story is about, toguess the content at a glance or after listening to a small fragment. Further listening will help them confirm their expectations. Use contextual and extra-linguistic information (e.g., pictures, text summary and headings for reading, ask who is talking to whom, about what and why).

Teach key vocabulary beforehand. This helps with bottom-up text processing. However, it is advised not to overuse it, because then students won't learn to guess the meaning of words from the context. It is useful to use skimming techniques for listening for gist. Good listeners know how to absorb the flow of discourse and understand its overall gist without being distracted by details. By encouraging students to read or listen for gist, teachers help them be prepared to read and listen for more specific information. Listen for specific information. Students need to know how to ignore any other information and find specific information. You might ask your students, for example, to quickly look up a movie review and find the name of the actor or director.

Listening to understand details. This also includes listening for inferences about the speaker's attitude, intentions, and the like. Such assignments are more demanding and require more intense listening. It may be a good idea to divide the recording into segments, allowing students to consult with each other before checking the assignment with the rest of the students.

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ПРЕПОДАВАНИЕ РУССКОГО ЯЗЫКА КАК НЕРОДНОГО С ИСПОЛЬЗОВАНИЕМ ОНЛАЙН-ТЕХНОЛОГИЙ В ВУЗЕ

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It is considered the features of the process of teaching Russian as a foreign language using mod - ern online technologies. Main components of teacher training process organization in synchro-nous and asynchronous mode of communication, a classification of online services and online re-sources for language learning including an overview of the applications of the organization of the training process are depicted. It is shown the correlation of the goals and features of the educational process with the chosen teaching methodology and the main components of the educational process aimed at building a flexible learning model, targeted at optimal learning of the material by students in the framework of teaching Russian as a foreign language. The relevance of this topic is due to a number of factors of modern reality that illustrate the importance and necessity of new technologies and teaching methods in the traditional educational process.

Key words: online technologies, online learning, flexible learning, intercultural communication.

Рассмотрены особенности процесса обучения русскому языку как иностранному с использованием современных онлайн - технологий. Представлены основные компоненты организации процесса обучения преподавателей в синхронном и асинхронном режиме общения, классификация онлайн-сервисов и онлайн-ресурсов для изучения языка, включая обзор приложений организации учебного процесса. Показано соотношение целей и особенностей образовательного процесса с выбранной методикой обучения и основными компонентами образовательного процесса, направленными на построение гибкой модели обучения, направленной на оптимальное усвоение материала студентами в рамках обучения русскому языку как иностранному. Актуальность данной темы обусловлена рядом факторов современной действительности, которые иллюстрируют важность и необходимость новых технологий и методов обучения в традиционном образовательном процессе.

Ключевые слова: онлайн-технологии, онлайн-обучение, гибкое обучение, русский язык как неродной, межкультурная коммуникация.

Роль и значение использования онлайн-технологий обучения неуклонно растет в настоящее время. Особое значение приобретает внедрение цифровых технологий в программы изучения лингвистических дисциплин. Стремительно развивающиеся межкультурные связи и контакты, расширение границ общения, ставшее во многом возможным благодаря внедрению в жизнь человека Интернет-среды и онлайн-технологий, бросает вызов педагогу, преподающему русский язык как иностранный, побуждая его к активному поиску и использованию в своей педагогической практике новых методик и современных технологий. Использование онлайн-среды для освоения русского языка как неродного (РКН) дает преподавателю множество возможностей, что позволяет учитывать личностные особенности студентов, делает обучение РКН максимально универсальным, способствует приближению процесса обучения к профессиональной деятельности обучающихся. Вопросы преподавания РКИ с использованием онлайн сервисов рассмотрены в работах А.Н. Богомолова, Э.Г. Азимова, А.Д. Гарцова, N. Anthony, C. Meskil и др. В настоящее время в свободном доступе имеется целый ряд образовательных онлайн-ресурсов и сервисов, способных удовлетворить самым разным целям и задачам как преподавателя РКН, так и изучающих русский язык иностранных студентов [1]. В среде вуза представляет интерес рассмотрение особенностей процесса изучения РКН с позиции организации обучения преподавателем в синхронном режиме коммуникации с использованием смешанных ресурсов. На педагоге лежит ответственность за выбор и грамотное использование в процессе обучения РКН оптимального набора онлайн-ресурсов, соответствующего целям и задачам обучающихся, андрогенной специфике аудитории и др. На преподавателя РКН также возложена миссия не только обеспечить учащихся необходимыми знаниями, но и мотивировать их к изучению

языка и культуры России. Использование онлайн технологий интенсифицирует познавательную деятельность учащихся, их учебно-познавательные мотивы [3, с. 12]. Внедрение онлайн технологий в учебный процесс со временем делает онлайн среду привычной для учащихся, что впоследствии позволяет обучающимся развить навыки свободного ориентирования в онлайн пространстве, способность искать необходимый материал на изучаемом языке и осваивать его самостоятельно. Умение работать с онлайн источниками информации, аутентичным материалам и онлайн учебными ресурсами, способность находить и обрабатывать информацию, применять ресурсы интернета для презентации, экспликации и семантизации нового обучающего материала являются важными в настоящее время, а компьютер, в свою очередь, становится средством активного обучения РКН, в котором присутствует возможность коммуникации на изучаемом языке. Комбинированный подход к обучению русского языка как неродного предполагает наряду с применением мультимедийных технологий (материалов в аудио-, видео, текстовом формате и др.) активное воздействие преподавателя на иностранного студента и его уровень усвоения материала.

В свете вышесказанного особый интерес для изучающих русский язык в вузах , представляют массовые открытые онлайн курсы (МООК), предполагающие возможность дистанционного обучения посредством электронных курсов в режиме онлайн [8]. Такие программы обладают высокой степенью интерактивности, достигаемой за счет наличия большого количества каналов коммуникации как с преподавателем курса, так и с другими слушателями онлайн-программы, более того студенты обладают возможностью самостоятельно организовывать сообщества в рамках текущего онлайн курса. В таких группах происходит активная межличностная коммуникация обучающихся, обмен знаниями, формируются группы слушателей, заинтересованных в активном профессиональном развитии и расширении своих представлений о выбранном предмете. В системе МООК учебный материал подается в четко структурированной форме, существует возможность персонализации графика обучения, имеется потенциал построения гибкой системы обучения, учитывающей принципы андрагогики, происходит развитие способности у слушателей ориентироваться в потоке информации [3]. Отдельным достоинством МООК является быстрая обратная связь и возможность учащихся получить практически мгновенную оценку своих знаний. Система предполагает повторную сдачу неудачно выполненных работ после проведенной работы над ошибками. Вместе с тем хотя в большей степени занятия на массовых онлайн курсах являются бесплатным, онлайн обучение проводится высококвалифицированными преподавателями ведущих вузов. Несмотря на ряд положительных моментов, необходимо указать на недостатки систем МООК, ввиду наличия которых неоспорима роль преподавателя-координатора учебного процесса, имеющего своей целью построение эффективной системы обучения РКН на занятиях в вузе. Так, преподаватель может брать на себя множество функций, среди которых, например, мотивация и контроль за корректным выполнением заданий обучающимися, совместная деятельность преподавателя и обучающегося, способность преподавателя учитывать личностные характеристики, имеющийся жизненный опыт студента и др. Реализуя практико-ориентированный подход к обучению, преподавателю русского языка следует стремиться также к созданию комфортного психологического климата в группе, поддержанию стремления обучающихся к самореализации и самостоятельности, учету особенностей индивидуальной и групповой концептосфер в аспекте когнитивно-коммуникационной модели межкультурной коммуникации [4]. В процессе реализации гибкой системы обучения РКН преподаватель сталкивается не только с выбором педагогических (методических) принципов, основанных на применении технологических решений, но и с необходимостью выбора онлайн приложений, предлагаемых к использованию в учебном процессе. Такой подход наряду с наличием разнообразных подходов к организации процесса обучения, позволяет варьировать процесс обучения согласно целевой аудитории [5]. Нельзя недооценивать роль самостоятельной работы в выстраивании эффективной системы изучения иностранного языка, и, в частности, РКН в вузе. Вопросами изучения данного аспекта занимался ряд таких

отечественных методистов как Ю.А. Комарова, М.И. Ладыгина, Л.В. Михалева, А.Ю. Середкина, М.Г. Гарунов, П.И. Пидкастистый, Г.В. Роговой и др. Самостоятельная (индивидуальная) работа обучающихся как вид учебной деятельности, выполняется вне непосредственного контакта с преподавателем или управляется опосредованно преподавателем посредством специальных учебных материалов и играет важную роль в образовательном процессе вуза [2; 3]. В целях организации эффективной академической деятельности иностранных учащихся в российском вузе необходимо максимально использовать ресурсы инновационной образовательной среды, способствующие оптимизации и интенсификации процесса обучения иностранных студентов и организации их самостоятельной работы. Данное обстоятельство повышает успешность адаптации студентов к социокультурным условиям страны изучаемого языка. Преподаватель должен организовать самостоятельную работу студентов таким образом, чтобы определить оптимальное взаимодействие с каждым из учащихся для решения ряда образовательных задач: выдача задания; утверждение графика и контроль его исполнения; текущий контроль и т.д. Для оптимизации совместной работы в рамках антропоцентрической парадигмы гуманистического обучения необходимо создание открытого единого информационного пространства. Подобным технологическим инструментарием, позволяющим обновлять информацию в режиме реального времени, решать коммуникационные проблемы через интеграцию сетевых облачных систем управления учебного процесса, визуализировать различные виды деятельности, обладают облачные онлайн-приложения. Коммуникационные проблемы возможно решить через интеграцию сетевых облачных систем управления образовательным процессом, визуализацию различных видов деятельности. Так, для оптимизации самостоятельной работы целесообразно использовать единое пространство хранения всей текущей информации отдельных задач, проектов, файлов, обсуждений и отчетов, предоставляемое облачным онлайн-приложением Wrike [4], с простым и удобным интерфейсом, предлагающим на основе различных способов коммуникации перспективы широкого сотрудничества участников образовательного процесса в произвольные моменты времени. Факторы учебного и творческого процессов в современной инновационной комплексной работе взаимозависимы, что приводит к тесному взаимодействию ее участников. Для эффективной совместной работы необходимы определенные условия: проведение исследования и одновременное обсуждение вопросов работы учащимися в общей информационной среде; единое пространство для хранения и организации всей информации по проекту; возможность учащегося вербализовать свою идею, сформировать творческую задачу в любом месте своего пребывания и оперативно сообщить о ней другим членам учебной группы. Необходимо организовать систему руководства и сотрудничества членов группы для оптимального взаимодействия участников друг с другом и с преподавателем [10]. К основным дидактическим целям и задачам, реализуемым в ходе осуществления самостоятельной работы в рамках МООК, относят также наличие определенного объема и уровня знаний, навыков и умений, направленных на решение целого ряда познавательных задач. Системное индивидуальное выполнение заданий учащимися в онлайн среде вырабатывает у них психологическую установку на постоянное пополнение имеющегося у них багажа знаний, способствует выработке у них умения ориентироваться в потоке иноязычной научной информации [5]. Неоспоримую пользу на занятиях по РКИ может принести не только использование возможностей МООК, но и задействование потенциала бесплатных университетских онлайн курсов в качестве заданий для самостоятельной подготовки студентов. В настоящее время среди многообразия МООК существуют курсы, включающие основы русской фонетики, грамматики и лексики на уровне А2, программы, направленные на усовершенствование знаний русского языка иностранными студентами по уровню В1, В2 и формирование у них навыков грамотного написания научных текстов. Существуют МООК, нацеленные на овладение обучающимися навыками работы с художественным текстом, являющимся основой для формирования навыков смыслового чтения в процессе совместной деятельности (преподаватель-студент) и др. [8]. Говоря об использовании онлайн технологий в процессе обучения языку на занятиях по РКН в вузе,

нужно отметить и неоспоримую пользу внедрения в учебный процесс потенциала онлайн сервисов, способных сделать групповую работу на занятиях более разнообразной, эффективной и интересной. Например, сервиса визуализации рабочего процесса, построенного на методе Kanban – методе улучшения процессов разработки, являющегося частью agile-философии [6]. Использование в учебном процессе сервисов Trello, Miro для составления и реализации учебного плана, организации командной работы студентов, постановки четких целей и перспектив, осуществления детального и тотального контроля преподавателя над работой группы, позволяет активизировать работу на занятиях РКИ, вовлечь студентов в активное групповое взаимодействие, что положительно сказывается на интенсификации процессов межличностного общения [8; 9]. Применение в образовательном процессе новейших информационных технологий и информационно-образовательной среды вуза, использование инновационных подходов к обучению студентов, методическое обеспечение самостоятельной работы студентов с учетом их уровня владения языком являются неотъемлемыми компонентами современной системы обучения РКН. Преподаватель координирует учебный процесс, стремится адаптировать его к уровню знаний целевой аудитории, добиваясь положительных результатов в освоении языка учащимися, учитывает их предпочтения, степень владения коммуникативными, компьютерными и цифровыми компетенциями [5]. Совокупность гибкой модели обучения в работе преподавателя с факторами эффективного обучения РКН, применение онлайн технологий в системе вузовского образования делает работу преподавателя более эффективной и позволяет выбирать соответствующие методики преподавания, учебный контент, отвечающий целям, компетенциям обучающихся, а цифровая среда оказывает значительное влияние на систему обучения и выстраивание образовательного процесса в целом.

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THE IMPORTANCE OF INNOVATIVE TECHNOLOGIES IN TEACHING STUDENTS WRITTEN TRANSLATION

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Abstrakt: Communication takes various forms, one of which is oral or speech. However, when people speak, they normally do not confine themselves to the mere emission of words. Furthermore, they also use their hands, (gestures), head moments, eyes (eye contact), lips (smile), bodily postures and symbols to communicate which always accompany oral discourse-intended or not.

Key Words: Paralinguistic, pragmatic, modern, Case Study Technology.

After all, we live in the XXI century – the century of high computer technology. One of the greatest achievements of modern civilization is the creation of a worldwide information network. In recent years, we have witnessed a computer revolution that has affected all spheres of social, cultural, scientific and industrial activities of people. This computer revolution has now entered the next phase associated with the Internet. And in the near future there will be no people in the world who will not be affected by the changes caused by the existence of this single global information field.

The modern child lives in the world of electronic culture. The role of the teacher is also changing – he should become a coordinator of the information flow. Therefore, the teacher needs to know modern techniques and new educational technologies to communicate in the same language with the child. In this regard, I believe that now every teacher should learn to use the world wide web in order to improve the content of education through the use of modern technologies.

The Internet opens up new, previously unknown opportunities for improving English language teaching, as the use of ICT contributes to the unique possibility of creating a natural language environment. Students can take part in tests, quizzes, contests, competitions held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.Students can receive information on the problem on which they are working at the moment in the framework of the project. It can be a joint work of Russian schoolchildren and their foreign peers from one or several countries. Also, access to the Internet gives you the opportunity to take advantage of a huge number of additional materials that allow you to enrich the lessons with a variety of ideas and exercises. In addition, the global Internet network creates conditions for obtaining any necessary information for students and teachers located anywhere in the world: country-specific material, news from the life of young people, articles from Newspapers and magazines, necessary literature, etc. In my opinion, all this creates a unique opportunity for the implementation of the main goal of teaching foreign languages - the formation and development of communicative culture of students, teaching practical mastery of a foreign language.

Hypothesis. The use of Internet resources makes it possible to increase the readiness of students for intercultural interaction.

Purpose. To find effective ways of formation of communicative competence of pupils at use of Internet resources at lessons of English.

Tasks. To analyze the content of the concept of communicative abilities in the structure of communicative competence in psychological, pedagogical and methodological literature.

To conduct a study of Internet sites and identify the best methods and forms of work with them for the development of communicative competence.

To prove the expediency of the chosen path in the development of communicative competence by means of Internet resources.

Methods.

Problem-abstract.

Systemic-structural.

Method of concrete social research.

A reflexive method.

Main conclusions.

The studied theoretical materials, the work carried out on the above problem allow us to conclude that the use of Internet resources in English lessons contributes to:

– High-quality language training of students, the development of the ability to accurately and appropriately use the studied foreign language for effective communication.

– Creation of a basis for the possible use of English in the workplace.

The results and analysis of the level of formation of communicative competences of middle and senior level students confirmed the initial hypothesis of the project about the need to use Internet resources in the formation of communicative competences.

So, the goal of the project is achieved, the tasks set in the work are solved. It is proved that the use of Internet resources in English lessons contributes to the formation of communicative competence of students.

Now everyone understands that the Internet has enormous information capabilities and no less impressive services. But we must not forget that, whatever properties may have a particular means of learning, information and subject environment, primary didactic tasks, especially cognitive activity of students due to certain educational goals. The Internet, with all its capabilities and resources, is one of the means to achieve these goals and objectives.

Therefore, first of all, it is necessary to determine for what purposes and tasks we are going to use the world wide web. Naturally, the main purpose of foreign language teaching is the formation of communicative competence. We need to identify the tasks that can be performed using the Internet:

– inclusion of network materials in the content of the lesson (integrating them into the training program);

– independent search for information by students in the framework of the project;

– in-depth independent study of the first or second foreign language, elimination of gaps in knowledge, skills;

– independent preparation for the qualification examination without attending lectures;

– systematic study of a certain aspect of a foreign language remotely under the guidance of a teacher;

– increase motivation and create the need to learn a foreign language through live communication;

– formation and development of reading skills, directly using the materials of the network of varying degrees of complexity;

– formation and development of listening skills on the basis of authentic audio texts on the Internet, also respectively prepared by the teacher;

– improvement of skills of monological and dialogical statements on the basis of problem discussion of the materials presented by the teacher or someone from pupils of the network;

– improving the skills of writing, individually or in writing making responses to correspondence partners;

– replenishment of vocabulary, both active and passive, vocabulary of modern foreign language, reflecting a certain stage of development of the culture of the people, social and political structure of society, using authentic texts from the country of the studied language;

– familiarity with cultural knowledge, including speech etiquette, speech behavior of different peoples in terms of communication, especially the culture and traditions of the country of the studied language.

How to solve all these problems? Let us consider some of them in more detail.

1. The inclusion of materials of a network in the content of the lesson to integrate them in the curriculum.

At the moment, there are a large number of sites dedicated to the teacher of foreign languages. On such sites you can find ready-made lessons of foreign language teachers, newspaper articles, various thematic texts, exercises, grammatical explanations, audio books.

Here are examples of sites.English:

– grammar and abstracts in English: http://www.edufind.com/english/grammar/toc.cfm ; http://www.essaybank.co.uk/index.html ;

– teachers share lessons on various topics: http://www.onestopenglish.com/lessonshare/;

– UK universities (possibility of cooperation with other teachers):

http://www.hero.ac.uk/universities_and_colleges/index.cfm;

– virtual London:

http://www.a-london-guide.co.uk/;

– Russian website - everything for the teacher and the student:

http://www.english.ru/;

– here you can download various audio books: http://www.readerschair.com/audiobooks/download.htm;

It is especially interesting to use Internet materials when working on the current topic of a foreign language lesson. The teacher can find various information on the network on the problem, which is subject to a given period of time to discuss, study, or you can give the task-to find information to students, competent users of the network, but, of course, defining the scope of the search. Offering such materials to students in small groups, the teacher can set the task-to select the appropriate information for the discussed problem, agree with it, take note of the work on the topic, or, on the contrary, argue it, which requires facts, information. Each group working on its own problem can be offered relevant material for discussion.

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WHAT'S YOUR ONLINE EDUCATION?

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Annotation: the importance of online education, negative and positive consequences, the process of promotion among the population , Online education abroad and in Uzbekistan

Keywords: online education, e-learning, information, distance learning

Some say that wisdom comes with old age, while others say that it comes from knowledge. Today, the Internet is open to everyone. Thus, in countries where traditional education faces various obstacles, people can take advantage of online courses. So far, e-learning has been effective for people who understand its importance. This allows you to achieve great results at low prices and sometimes at no cost at all. However, online learning has many other advantages. Education can have multiple goals, and online courses can help you do just that. Some argue that e-learning can revolutionize education because it offers new opportunities for traditional learning. There are many benefits to taking online classes, and here are some important ones.

Everyone has access to information, no matter where you arePeople often have to move to another city away from home, family, and friends when they decide to pursue a study program. At the same time, there are countries where gender issues prevent young women from getting an education. In such cases, online learning can help overcome social and physical barriers and barriers. Online courses are a great way for people to get a high quality education and solve the problems they face in their place and time. You can find out at any time and what you want No one can go to their favorite university. Therefore, they give up the desire to pursue a particular field of research. However, online courses allow you to learn anything you want or are interested in. Reputable universities offer free courses because education should be free for everyone.Convenience and flexibilityThis puts young students in a competitive learning environment. Some people like it because it encourages them to work hard, but others are overconfident. While success is important, there are others who can't stand failure. At the same time, it is easier to take it at home. Such people feel comfortable studying at home. When it comes to convenience, online courses help you avoid long classes and awkward classrooms. A bed or sofa is more comfortable. You can also save time and reduce the cost of going from home to school. And again, these would mean that you have to spend for these processes.Sharing knowledge with othersUsually, when we learn something new, we feel the need to share it with others. Another purpose of this education is to share knowledge. If the course you are taking is part of a larger community or network of people, such as the Young Citizens Entrepreneurship Competition Campus, you can inspire others with what you learn from free online courses.It is becoming increasingly clear that the education system of our country is undergoing significant changes. It is gratifying that distance learning (DL) is widely used, among other forms of education. It is no secret that many people use the Internet only to read the news, search for information, use e-mail or sell rumors. The possibilities of the Internet are growing day by day. A new phase of Internet use has begun, i.e. the Internet has been applied to various fields. Internet technologies: distance learning, e-libraries, telemedicine, telemetrology, e-business, e-shops, etc.

Kurt Bonk, a professor at Indiana University, talks about the benefits of online education:

"The online education system offers a lot of opportunities for schools, universities, corporations, government agencies. Extracurricular activities can be used to implement global exchange programs. When the number of students in a classroom is limited, online learning allows you to teach more people at the same time. Online education allows shy students to learn more actively. It can be difficult

to remember exactly what is taught in traditional lessons. Online learning will be an opportunity to replicate, share and share knowledge on a global scale. ”

It is also possible to read expensive textbooks online for free, ”he added. - The ability to collaborate is very important, that is, teamwork, working together and collaborating is a requirement of the times. You can now work in groups on the Internet. It is also important in education. Group data can be saved online. They can also be used by next year students. In traditional education, that opportunity is limited. “

There is a saying in English - “It’s easier to cut the fruit below”. In the early days of online education, this work began in practical areas such as business and nursing training, which provided master’s degrees. Nowadays, online education is also available in areas such as education and engineering. It is also possible to study in short-term nano-level programs and obtain certifications, such as big data processing, programming, tourism management, project management, and leadership development. It’s more common at MIT, “said David Cook, chief of The Christian Science Monitor’s Washington bureau.

I think the importance of online education is huge. I am a supporter of online education. Because the positive aspects of online education are broader than the salby side. If you do not have a problem with the Internet, online education is an effective and correct way for everyone.

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TALABANING MUSTAQIL ISHI - MUAYYAN FANNI O‘ZLASHTIRISHNING AJRALMAS QISMI SIFATIDA

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Annotation: This article discusses the role of independent learning in teaching students and how students can consolidate their knowledge gained in lectures and practical (laboratory) classes in their independent learning activities.

Keywords: mastering by students, independent educational activity, lectures, practical (laboratory) classes, knowledge, consolidation, expansion, deepening, understanding, properties, generalization practice, problem.

Annotatsiya: Ushbu maqolada talabaning o‘zlashtirishida mustaqil o‘quv faoliyati asosiy rol o‘ynashi, talaba o‘zining mustaqil o‘quv faoliyatida ma’ruza va amaliy (laboratoriya)mashg‘ulotlaridanolgan bilimlarini mustahkamlashi haqida fikr yuritiladi.

Kalit so‘zlar: Talabaning o‘zlashtirishi, mustaqil o‘quv faoliyati, ma’ruza, amaliy (laboratoriya)mashg‘ulotlari, bilim, mustahkamlash, kengaytirish, chuqurlashtirish, tushuncha, xossa, umumlashtirsh amaliyot, muammo.

Ma’lumki, hozirgi zamon talablariga javob beradigan mutaxassis kadrlar tayyorlash oliy ta’lim muassasalari oldida turgan dolzarb masalalardan hisoblanadi. Yoshlarga ta’lim va tarbiya berishning murakkab vazifalarini hal etish o‘qituvchilarning g‘oyaviy e’tiqodiga, kasb mahoratiga, iste’dodi

va madaniyatiga, hozirgi zamon pedagogik va axborot texnologiyalarni qo‘llashi, talabalarni o‘zaro faollikka olib kelishiga bog‘liqdir.

Talabaning o‘zlashtirishida mustaqil o‘quv faoliyati asosiy rol o‘ynaydi. Talaba o‘zining mustaqil o‘quv faoliyatida ma’ruza va amaliy (laboratoriya)mashg‘ulotlaridan olgan bilimlarini mustahkamlaydi, kengaytiradi, chuqurlashtiradi, tushunchalar yoki ularning xossalarini umumlashtiradi yoki xususiylashtiradi, olingan bilimlarini amaliyotga –masala yoki muammolarni yechishda qo‘llaydi, qo‘yilgan muammoni hal qilish yo‘llarini mustaqil izlaydi va yechish usullaridan eng maqbulini, samaralisini tanlaydi, kelgusi ma’ruza, amaliy va laboratoriya mashg‘ulotlariga tayyorgarlik ko‘radi [2].

Mustaqil ishlar didaktik maqsadi, vazifasi, murakkablik darajasi va kimga mo‘ljallanganligiga qarab bir-biridan farq qiladi. Tanlangan mavzularning ilmiyligi, tizimliligi, o‘quv materiallarining qiziqarliligi, amaliyot bilan bog‘liqligi, fanlararo aloqadorligi, shuningdek, beriladigan mustaqil ishlar va topshiriqlarning ijodiy xarakterga egaligi juda muhimdir [2].

Mustaqil ishlar va topshiriqlarni tuzishda auditoriyaning holatini, ya’ni talabalarning qaysi ta’lim yo‘nalishida taxsil olayotganliklarini, ulardagi mavjud bilimlar majmuasini hamda talabalarninng o‘rtacha o‘zlashtirish ko‘rsatkichlarini hisobga olish zarur.Talabalardagi mavjud bilimlar majmui mustaqil o‘quv faoliyati uchun tuzilgan topshiriqlarni bajarishga yetarli bo‘lishi kerak, ya’ni o‘qituvchi dars turlarida topshiriqlarni bajarish uchun zarur bo‘lgan ma’lumotlar manbalari bilan talabalarni ta’minlagan bo‘lishi kerak.

Talabaning mustaqil ishi o‘quv rejasida muayyan fanni o‘zlashtirish uchun belgilangan o‘quv ishlarining ajralmas qismi hisoblanadi. O‘qishning boshlang‘ich qismida talabaning mustaqil ishini tashkil etish bir qator vazifalar bilan bog‘liq. Shuning uchun har bir professor - o‘qituvchi dastlab talabada o‘z qobiliyati va aqliy imkoniyatlariga ishonch uyg‘otishi, ularni sabr-toqat bilan, bosqichma-bosqich mustaqil bilim olishini to‘g‘ri tashkil qilishga o‘rgatib borishi lozim bo‘ladi.

Talabalar tomonidan mustaqil ravishda o‘zlashtiriladigan bilim va ko‘nikmalarning kursdan-kursga murakkablashib, kengayib borishini hisobga olgan holda ularning tashabbuskorligi va rolini oshirib borish zarur. Shunda mustaqil ta’limga ko‘nikmani shakllantira boshlagan talaba faqat o‘qituvchi tomonidan belgilab berilgan ishlarni bajaribgina qolmay, o‘zining ehtiyoji, qiziqishi va qobiliyatiga qarab, o‘zi zarur deb hisoblagan qo‘shimcha bilimlarni ham mustaqil ravishda tanlab o‘zlashtirishga o‘rganib boradi.

Ma’lumki talabaning mustaqil ishi auditoriya soatiga kirmaganligi sababli ko‘pincha talabalar va professor-o‘qituvchilar nazaridan chetda qolmoqda. Kafedra mudiri va fakultet dekani taqdimnomasi asosida ta’lim muassasasi rahbariyati talabalarga mustaqil ishlarni bajarish uchun ta’lim muassasasining o‘quv zallarida va talabalar turar joyida zamonaviy kompьyuterlar va Internet tarmog‘i, zamonaviy darsliklar, elektron darsliklar, ma’ruza matnlari, turli ilmiy-ommabop jurnal manbalarini ta’minlab bergan va foydalanishga sharoit yaratadi.

Kafedrada fan bo‘yicha talaba mustaqil ishiga rahbarlik qilish yuklamasi (o‘qituvchi shaxsiy ish rejasining tashkiliy-uslubiy bo‘limida–qayd etiladi. Talaba mustaqil ishiga rahbarlik qilish kafedrada tuzilgan va fakultet dekani tomonidan tasdiqlangan konsultatsiyalar jadvali asosida amalga oshiriladi. Talaba mustaqil ishini nazorat qilish o‘quv mashg‘ulotlarini bevosita olib boruvchi o‘qituvchi tomonidan amalga oshiriladi. Talabaning mustaqil ishi uchun ajratilgan ball hisobidan baholanadi va natijasi fan bo‘yicha talabaning umumiy reytingiga kiritiladi. Talabaning reyting ko‘rsatkichlari, shu jumladan mustaqil ishi bo‘yicha, an’anaviy gurux reyting oynasida va fakultetning maxsus elektron tarmog‘ida yoritib boriladi. Talaba mustaqil ishini nazorat qilish turlari va uni baholash mezonlari kafedra tomonidan belgilangan va fakultet kengashida tasdiqlanadi. Mustaqil ishlarni baholash me’zonlari talabalarga o‘quv yili (semestri) boshlanish oldidan metodik materiallar bilan birgalikda tarqatiladi. Fan bo‘ycha talabalarning mustaqil ishlari bo‘yicha o‘zlashtirishi muntazam ravishda talabalar guruhlarida, kafedra yig‘ilishida muhokama etib boriladi.

O‘quv dasturidagi ayrim mavzularni mustaqil holda o‘zlashtirish, uyga berilgan vazifa-larni bajarish, amaliy va laboratoriya ishlariga tayyorgarlik ko‘rib kelish, ijodiy va ilmiy-tadqiqot

xarakteridagi ishlar auditoriyadan tashqarida amalga oshirilgan mustaqil ishlar qatoriga kiradi.

Birinchi turdagi ishlar- talabalarning nazariy va amaliy bilimlarini o‘zlashtirib borish darajasi, amaliy mashg‘ulotlarga (amaliyot, laboratoriya, seminar darslari) tayyorgarlik saviyasi va uy vazifalarining bajarilish sifatini tekshirish maqsadida, odatda, nazorat ishlari olish, savol-javob, suhbat, munozara, amaliy topshiriqlarni bajartirib ko‘rish va hokazo.

Ikkinchi turdagi ishlar -fanning ishchi o‘quv dasturida auditoriyadan tashqarida o‘zlashtirilishi belgilangan mavzu bo‘yicha ma’lumot va axborotlarni mustaqil ravishda izlab topish, tahlil qilish, konspektlashtirish (yoki referat tarzida rasmiylashtirish) va o‘zlashtirish, ijodiy yondashishni talab qiladigan amaliy topshiriqlarni bajarish ko‘rinishida amalga oshiriladi. Bu turdagi ishlarni bajarish jarayoni va o‘zlashtirish sifatining nazorati darsdan tashqari paytlarda, maxsus belgilangan konsultatsiya soatlarida amalga oshiriladi. Kurs ishi va loyihasi hamda bitiruv ishlarini tashkil qilish bo‘yicha olib boriladigan faoliyat ham auditoriyadan tashqarida olib boriladigan mustaqil ishlar qatoriga kiradi.[4.]

Mustaqil ishlar joriy o‘quv jarayoni bilan birgalikda va uzviy bog‘liqlikda olib boriladi. Mustaqil ravishda bilish doirasini kengaytirish hamda qo‘shimcha nazariy va amaliy materialni egallash talaba egallayotgan kasbiy malaka va ishlab chiqarishda mustaqil ishlay bilish ko‘nikmasini orttirish bilan chambarchas bog‘langan.

Xulosa qilib aytish lozimki, mustaqil faoliyatning asosi-o‘qituvchi tomonidan shakllantirilishi, talabani mustaqil faoliyat olib borishiga yetaklovchi, undovchi zarur shart-sharoit va imkoniyatlar yaratilishi, talabaning bu faoliyatida faol ishtrokini ta’minlash kerak bo‘ladi. Umuman, talabalarning mustaqil o‘quv faoliyati qaysi dars turidagi o‘quv materialini o‘zlashtirishiga qaratilgan bo‘lishidan qat’iy nazar, u uchun mustaqil ish topshiriqlari (va ishlanmalar) tavsiya etiladi. Bunday topshiriqlar shunday tuzilishi kerakki, u talabani faoliyat turlarini to‘laqonli va sifatli amalga oshirishlari uchun asos bo‘lib xizmat qilishi lozim. Ta’lim muassasalarida talabalarning mustaqil ta’lim olishiga alohida e’tibor qaratilishi, ta’lim oluvchilarda mustaqil fikr va ijodiy fikrni rivojlantirish masalasi ta’limning dolzarb vazifalaridan biridir. Talabalarning mustaqil ta’limi ularni o‘z bilimlarini kengaytirish, chuqurlashtirish, mavjud malaka va ko‘nikmalarni takomillashtirish hamda ularning yangilarini o‘zlashtirishga bo‘lgan intilishidir.

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THE USE OF MODERN INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH

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Abstract. This article highlights the great importance given to foreign languages in the Republic of Uzbekistan and the innovative technologies needed to study them. After the independence of our country, the interest in teaching foreign languages has grown and many opportunities have been created for young people. As the first President Islam Karimov said, "At present, great importance is attached to the teaching of foreign languages in our country. This, of course, is not in vain. There is no need to underestimate the importance of perfect knowledge of foreign languages for our countries, which today are striving to take their rightful place in the world community, for our people, who are building their great future in cooperation with our foreign partners. " As a logical continuation of these views, the Presidential Decree of December 10, 2012 "On Measures to Further Improve the System of Teaching Foreign Languages" expanded the opportunities for learning foreign languages. New methods and requirements for teaching foreign languages in the country have been developed in accordance with the recommendations of the Pan-European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers(CEFR).

Keywords: Foreign language, games, innovative technologies, methods, techniques, foreign language, games, technological instruments, methods of preparation.

According to many declorations which can be seen in the field of education there are many textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension, and speaking), each of which provides specific concepts and skills. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking). For example, to listen and understand, of course, it is impossible to do this process without a computer, player, CDs. Listening is one of the most important parts of language learning. This requires the student to pay attention to the speaker's pronunciation, grammatical rules, vocabulary, and meanings at the same time. An important factor in the use of modern technologies in education is the ability of students to know and use information and communication technologies. Teaching and learning a foreign language using modern technology is one of the most effective ways. In this process, including: - when using computers, the student can watch and listen to videos, demonstrations, dialogues, movies or cartoons in a foreign language; - It is possible to listen and watch radio broadcasts in foreign languages and TV programs; - use of tape recorders and cassettes, which are more traditional methods; - CD players are available. The use of these tools makes the process of learning a foreign language more interesting and effective for students **[**Bekmuratova U.B. Essay on "The use of innovative technologies in teaching English." Tashkent - 2012] Today, interactive games are becoming a tradition in schools. It is well known that a variety of games help students demonstrate their abilities, focus, increase their knowledge and skills, and become stronger. The basis of the use of game technology is the activity that activates and accelerates the student. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express themselves, to find a stable place in life, to self-manage, to realize their potential. At the heart of any game should be the generally accepted principles and tactics of education. Learning

games should be based on the subjects. During the games, the student is more interested in this activity than in a normal lesson and works more comfortably. It should be noted that the game is, first of all, a way of teaching. Students are interested in playful lessons, they strive to win, and the teacher uses them to educate the student. The student is interested in believing that he or she can play, speak, listen, understand, and write in English. We know that in the current educational process, the student must be a subject.[Otaboeva, M. R. Use of modern innovative technologies in foreign language teaching and its effectiveness / M. R. Otaboeva. - Text: neposredstvennыy, электронный // Young uchenyy. - 2017. - № 4.2 (138.2). - S. 36–37.]. Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for English lessons is to teach students to think independently. Today, English teachers use the following innovative methods, based on the experience of educators in the United States and the United Kingdom: - "Creative Problem Solving" is the beginning of the story. students are referred to the judgment of the students; - Merry Riddles is an important part of teaching English to students, as they learn words they are unfamiliar with and find the answer to a riddle; - Quick answers help to increase the effectiveness of the lesson; - "Warm-up exercises" to use various games in the classroom to engage students in the lesson[https://moluch.ru/archive]. And me can be used in a class where very difficult topics need to be explained or when students are tired of writing exercises; - A chain story method helps to develop students' oral skills; - Acting characters This method can be used in all types of lessons. Professionals such as Interpretter, Translator, Writer, and Poet can participate in the class and talk to students; - "Thinkers meeting" It is possible to "invite" poets and writers such as W. Shakespeare, A. Navoi, R. Burns. At such times, the use of the wise sayings they utter in the classroom will help young people to become perfect human beings; - The "When pictures speak" method is more convenient and helps to teach English, to develop students' oral speech, it is necessary to use thematic pictures; - Quiz cards are distributed according to the number of students and allow all students to attend classes at the same time, which saves time [Q.Xatamova, M.N.mirzayeva. "INTERACTIVE METHODS USED IN ENGLISH LESSONS" (methodical manual), Navoi, 2006, 40 pages]. As we have seen, each innovative technology has its own set of advantages. All of these methods involve collaboration between teacher and student, active participation of the student in the educational process [M.Kholdorova, N. Fayziyeva, F. Rixsittilayeva. "USE OF ASSISTANCE IN FOREIGN LANGUAGE TEACHING". Tashkent: Tashkent State Pedagogical University named after Nizami, 2005]. Therefore, the use of innovative methods in English lessons develops students' logical thinking skills, fluency, and the ability to respond quickly and correctly. Such methods stimulate the student's desire for knowledge. The student strives to be well prepared for the lessons [O. Hoshimov, I. Yakubov. "METHODOLOGY OF TEACHING ENGLISH" (textbook) Tashkent: Sharq Publishing House, 2003]. This makes students active participants in the learning process. As the education system sets itself the task of nurturing a free-thinking, well-rounded, mature person, in the future we will contribute to the further development of effective ways for future teachers to effectively use innovative technologies. possible.

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O‘QUV JARAYONI SIFATINI OSHIRISHDA MUSTAQIL TA’LIMNING O‘RNI

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Annotatsiya: Ushbu maqolada o‘quv jarayoni sifatini oshirishda mustaqil ta’limning o‘rni, pedagogdan tayyor ma’lumot olgandan ko‘ra mustaqil faoliyat jarayonida olgan bilimni o‘zlashtirish nisbatan ancha yaxshi natija berishi haqida fikr yuritiladi.
Key words: educational process, independent learning, information, independent activity, knowledge acquisition, teaching materials, professional growth, motivation, creative activity, responsibility.

Annotation: The article examines the role of independent learning in improving the quality of the educational process, the fact that the assimilation of knowledge gained in the process of independent activity is much better than receiving ready-made information from a teacher.
Kalit so‘zlar: O‘quv jarayoni, mustaqil ta’lim, ma’lumot, mustaqil faoliyat, bilimni o‘zlashtirish, o‘quv materiallari, kasbiy o‘sish, rag‘batlantirish, ijodiy faollik, mas’uliyat.

Ma’lumki, har bir mamlakatning yuksalishi, rivojlanishi o‘sha mamlakatdagi ta’lim tizimining qay darajada rivojlanganligiga bog‘liqdir. Hozirda yangilanayotgan jamiyat uchun hamda erkinlashayotgan iqtisodiy, ijtimoiy va siyosiy munosabatlar uchun, avvalo, shu sifatlarga mos tarzda faoliyat ko‘rsatishga qodir ta’lim tizimi zarur. Shuning uchun ham ta’lim tizimiga O‘zbekiston Respublikasi ijtimoiy taraqqiyoti sohasida ustuvor yunalish deb yondashiladi.

O‘zbekiston Respublikasi Prezidentining 2019-yil 8-oktyabrdagi “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish kontseptsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli Farmoni [1], O‘zbekiston Respublikasi Prezidentining 2017-yil 20-apreldagi “Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi PQ–2909-sonli qarori [2], shuningdek, mustaqil ish talqiniga bo‘lgan yondashuvlarni tahlil qila turib, shuni aytish mumkinki, o‘quv jarayonida uning ahamiyatini avvaldan anglab yetganlarini ko‘rish mumkin.

O‘quv jarayoni sifatini oshirishda mustaqil ta’limning o‘rni so‘zsiz katta. Pedagogdan tayyor ma’lumot olgandan ko‘ra mustaqil faoliyat jarayonida olgan bilimni o‘zlashtirish nisbatan ancha yaxshi natija beradi. Hozirgi davrda ta’lim tizimi oldiga qo‘yilgan vazifalarni bajarish, talabalarning mustaqil ravishda o‘quv materiallarini o‘zlashtirishi, ularning kasbiy o‘sishini rag‘batlantirish, ularda ijodiy faollikni tarbiyalashda pedagoglarning mas’uliyatini oshirish zarur.

Bugungi kundagi ta’lim tizimida olib borilayotgan islohotlar talabalarni mustaqil fikrlashini rivojlantirish, individual ta’lim traektoriyalariga asoslangan, talabalarda kreativ fikrlash, amaliy ko‘nikmalarni shakllantirishga oid muammolarni bartaraf etishga qaratilgandir. Oliy ta’lim muassasalarida bu vazifalarni amalga oshirishga bosqichma-bosqich o‘tish rejalashtirilgan.

Talaba va pedagog mustaqil ta’lim ularning manfaati uchun olib borilishini tushunishi kerak. Talaba bajarayotgan mustaqil ish pedagog uchun emas, balki o‘zi uchun, uning kelajakdagi muvaffaqiyatini ta’minlashining asosiy omili ekanligini tushunishi kerak. Talaba olayotgan bilim natijasiga o‘zi mas’ulligini anglashi zarur.

Talaba mustaqil ishining asosiy maqsadi – o‘qituvchining rahbarligi va nazorati ostida talabada muayyan o‘quv ishlarini mustaqil ravishda bajarish uchun zarur bo‘lgan bilim va ko‘nikmalarni shakllantirish va rivojlantirishdan iborat.

Talaba mustaqil ishining vazifalari quyidagilardan iborat:

1. Yangi bilimlarni mustaqil tarzda puxta o‘zlashtirish ko‘nikmalariga ega bo‘lish;
2. Kerakli ma’lumotlarni izlab topish qulay usullari va vositalarini aniqlash;
3. Axborot manbalari va manzillardan samarali foydalanish;

4.An’anaviy o‘quv va ilmiy adabiyotlar, me’yoriy hujjatlar bilan ishlash;
5.Elektron o‘quv adabiyotlar va ma’lumotlar banki bilan ishlash;
6.Internet tarmog‘idan ratsional yechimini belgilash;
7.Ma’lumlar bazasini tahlil etish;
8.Ish natijalarini ekspertizaga tayyorlash va ekspert xulosasi asosida qayta ishlash;
9.Topshiriqlarni bajarishda tizimli va ijodiy yondoshish;
10.Ishlab chiqilgan yechim, loyiha yoki g‘oyani asoslash va mutaxassislar jamoasida himoya qilish.

Talabalardagi mavjud bilimlar majmui mustaqil o‘quv faoliyati uchun tuzilgan topshiriqlarni bajarishga yetarli bo‘lishi kerak, ya’ni o‘qituvchi dars turlarida topshiriqlarni bajarish uchun zarur bo‘lgan ma’lumotlar manbalari bilan talabalarni ta’minlagan bo‘lishi kerak. Mustaqil ish va topshiriqlar quyidagi talablarga javob berishi kerak:

- mavzuning maqsad vavazifalari bo‘yicha ma’ruzada berilgan barcha ma’lumotlar (tushunchalar va g‘oyalar)ni o‘z ichiga to‘la qamrab olishi va undagi uslublarni qo‘llashni taqazo etishi;
- mavzuning nazariy va amaliy qismi bo‘yicha tayanch tushunchalar hamda asosiy g‘oyani ochib berish uchun xizmat qiluvchi xossalar va usullarni qo‘llashga bag‘ishlangan bo‘lishi;
- mavzudagi tushuncha, g‘oya uslub va natijalarni avval o‘rganilgan mavzulardagi (avvalgi ta’lim tizimlaridagi) tushuncha, g‘oya, uslub va natijalar bilan bog‘lanishini ta’minlashi;
- topshiriqlar saviyasi jihatidan har xil imkoniyatli talabalar uchun yetarli miqdorda bo‘lishi.[4].

Mustaqil ishlar va topshiriqlarni tuzishda talabalarning ana shu turli xil imkoniyatlariga ega ekanliklarini hisobga olish talabalarning mustaqil faoliyatlarini samarali shakllantirishda muhim omil bo‘lib xizmat qiladi. Shuning uchun mavzular bo‘yicha topshiriqlar bir necha murakkablikda tuzilishi maqsadga muvofiq bo‘ladi.

Talabaning mustaqil ishi o‘quv rejasida fandan o‘zlashtirish uchun belgilangan o‘quv ishlarining ajralmas qismi bo‘lib, u uslubiy va axborot resurslari jihatdan ta’minlangan, hamda bajarilishi reyting tizimi talablari asosida nazorat qilinadi.

O‘quv semestri yakunida talabaning mustaqil ishi bo‘yicha to‘plagan reyting ballari fan bo‘yicha auditoriyadagi o‘quv ishlariga berilgan reyting ballari bilan birgalikda guruh reyting qaydnomasida qayd etiladi.

Talaba mustaqil ishini tashkil etish fanning xususiyatlarini, shuningdek, har bir talabaning akademik o‘zlashtirish darajasi va qobiliyatini hisobga olgan holda quyidagi shakllardan foydalaniladi:

– ayrim nazariy mavzularni o‘quv adabiyotlari yordamida mustaqil o‘zlashtirish;
– berilgan mavzu bo‘yicha axborot (referat) tayyorlash;
– seminar va amaliy mashg‘ulotlarga tayyorgarlik ko‘rish;
– rejadagi material qismini mustaqil o‘rganish bo‘yicha qanday ma’ruza mashg‘ulotlari chegarasida bo‘lsa, amaliy mashg‘ulotlarga tayyorgarlikda axborotni elektron o‘quv adabiyotlari, Internet va boshqalarni qo‘llash;
– fanning bo‘limlari yoki mavzulari ustida maxsus yoki ilmiy adabiyotlar (monografiyalar, maqolalar) bo‘yicha ishlash;
– epidemiologik tekshirish olib borish vaqtida mutaxassislar rahbarligida yangi texnika va asboblarni, ilmiy texnologiya va jarayonlarni o‘rganish;
– ilmiy maqola, anjumanga ma’ruza tezislarini tayyorlash.[4].

O‘quv fanlari bo‘yicha namunaviy va ishchi dasturlarda talaba mustaqil ishining shakli, mazmuni va hajmi ifoda etiladi. Talaba mustaqil ishi uchun ajratilgan vaqt byudjetga mos ravishda fan bo‘yicha kafedrada taqdim etilgan mustaqil ishning tashkiliy shakllari, topshiriqlar variantlari ishlab chiqilgan va fakultet ilmiy-uslubiy kengashida tasdiqlangan. Mustaqil ishni bajarish uchun fan bo‘yicha talabalarga zaruriy metodik qo‘llanma, ko‘rsatma va tavsiyalar ishlab chiqilgan.

Talaba uchun fan bo‘yicha mustaqil ish topshiriqlari kafedraning fan yo‘nalishi bo‘yicha o‘quv mashg‘ulotlarini bevosita olib boruvchi o‘qituvchilar bilan birgalikda tuziladi hamda kafedra mudiri tomonidan tasdiqlanadi. Talabaga berilgan topshiriqda mustaqil ishni bajarish bo‘yicha dastlabki

ko‘rsatma va tavsiyalar qayd etiladi. Mustaqil ishni bajarish uchun talabaga axborot manbasi sifatida darslik va o‘quv qo‘llanmalar, metodik qo‘llanma va ko‘rsatmalar, ma’lumotlar to‘plami va banki, ilmiy va ommaviy davriy nashrlar, Internet tarmog‘idagi tegishli ma’lumotlar, berilgan mavzu bo‘yicha avval bajarilgan ishlar banki va boshqalar xizmat qiladi. [5].

Xulosa o‘rnida ta’kidlash joizki, bugungi kunda oliy ta’lim tizimida mustaqil ta’lim soatlari ulushini kamligi, talabalarda mustaqil ta’lim olish, tanqidiy va ijodiy fikrlash, tizimli tahlil qilish, tadbirkorlik ko‘nikmalarini shakllanmaganligi, o‘quv jarayonida talabalarda tashkilotchilik qobiliyati, kompetentsiyalarni kuchaytirishga qaratilgan metodika va texnologiyalarni joriy etish zamon talabiga mos kelmasligi asosiy muammolar qatoriga kiradi.

Shunday ekan, oliy ta’lim tizimida mustaqil ta’lim soatlari ulushini oshirish, talabalarda mustaqil ta’lim olish, tanqidiy va ijodiy fikrlash, tizimli tahlil qilish, tadbirkorlik ko‘nikmalarini shakllantirish, o‘quv jarayonida kompetentsiyalarni kuchaytirishga qaratilgan metodika va texnologiyalarni joriy etish, o‘quv jarayonini amaliy ko‘nikmalarni shakllantirishga yo‘naltirish, bu borada o‘quv jarayoniga xalqaro ta’lim standartlariga asoslangan ilg‘or pedagogik texnologiyalar, o‘quv dasturlari va o‘quv-uslubiy materiallarni keng joriy etish bugungi kunning asosiy vazifalaridan biridir.

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CULTURAL DIFFERENCES IN LEARNING FOREIGN LANGUAGE

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Abstract: This article presents the relationship between culture and language. As a result, the gap of cultural differences is one of the most important barriers in English teaching and study. Among the students, lacking of cultural background knowledge can, to a great extent, hold up the improvement of English teaching and become a noticeable problem.

Key words: cultural awareness, intercultural communication, cultural theories, cross-cultural interaction, communicative competence.

As it is known, culture as a social process deals with the use of language and communication experienced by people in given circumstances. They tend to learn more than one language for the satisfaction of communicative needs in their academic and professional career. The process of learning a second or foreign language not only requires an individual to practice linguistic forms but also necessitates to become familiar with the culture of target language in order to interpret intercultural communication. Therefore, in the learning of English as a Second or Foreign language (ESL/EFL), it is necessary to provide learners' cultural context and awareness so as to obtain proficiency in intercultural communication of target language.

Language is a part of culture, and plays a very important role in the development of the culture. Some sociologists consider it as the keystone of culture. They believe, without language, culture would not be available. At the same time, language is influenced and shaped by culture, it reflects culture. Therefore, culture plays a very important part in language teaching, which is widely acknowledged by English teaching circle.

English has been designated as a source of intercultural communication among the people from diverse linguistic and cultural backgrounds. A range of linguistic and cultural theories contribute meaningful insights on the development of competence in intercultural communication. The speculations suggest the use of communicative strategies focusing on the development of learners' efficiency in communicating language through cultural context.

According to the National Standards for Foreign Language Education project (1996), student cannot truly master new language until they have mastered the cultural context

in which the new language occurs. This means that understanding a new culture is an important element in achieving the success in second language acquisition. In fact, the learning of language and the learning of culture can be compared with a child's first experiences with the family into which he or she is born, the community to which he or she belongs and the environment in which he or she lives (Lu,1998). When we are infants, we acquire our first language in a natural way because our society, our environment, and our culture continually feed us. Similarly, when we acquire a new language, we also need to ingest the new culture's nutrients.

The perception that teachers have of a student's culture may have a positive or negative effect in the learning process of a second language (Stevick, 1982). To be a second language or bilingual teacher, cultural perception and intercultural training is very important. If children are given cultural knowledge, immersed in a culturally rich environment, and exposed to culturally basic material, they may learn the second language with more ease because their background knowledge about the second-language culture will make comprehension less difficult. "Problematizing Cultural Stereotypes in TESOL" by Kumaravadivelu (2012) provides with critical analysis of particular culture that cultural stereotypes about Asian students. Kumaravadivelu (2012) pointed out that there are three common cultural stereotypes about Asian students. They are:

- ✓ Obedient to authority
- ✓ Lack of critical thinking
- ✓ Do not participate in classroom interaction

According to famous perception, Asian people have an unconditional obedience to teachers. For this reason, students have a great respect for teachers who are the people to be obeyed and not questioned. However, this stereotype is not asserted according to researches and recent experience. As an example for it, the countries Chinese and Indian can be seen. In India, students have their own rights to discuss and debate certain topics with teachers even students can contradict the ideas of the teacher. They follow the quotation of Buddha which is "try not trust others' words, but always rely on your own light" (p. 2). Furthermore, Chinese thoughts about obeying to authority is the same with it. Contrary to popular stereotype, Chinese students are blind obedient learners to the teacher. Many schools face a *perennial discipline problem* that students are disobedient and disruptive. According to Littlewood (2000) historical accounts from China and India cannot support the stereotype about Asian students' unconditional obedience to authority.

To the point next stereotype, passivity of Asian learners in class and interaction between the teacher and student due to their cultural disposition. However, a number of experimental studies claim doubts about this assertion. The professor Tsui (1996) carried out research at the Hong Kong university about learners' low English proficiency. He thought the reason of it:

- Lack of confidence
- Fear of making mistakes
- Being laughed at them

However, none of the teachers of this university claimed that they are contributing factor to passivity in class. Cheng (2000) investigated and find out Chinese students are exceptionally active and even aggressive. So, it can be summarized that Asian students actively participate in class and teachers need to take into consideration relevance of the topic for discussion, learners' motivation to participate, risk-taking and anxiety to reach learners' communication in class.

The next stereotype is that Asian students lack of thinking and analyzing critically. Nevertheless, the perception about critical thinking is not consistent with their cultural beliefs. Such a perception is often compared with Western students that they have very good critical thinking skills. Pennycook (2002) pointed out that Western people have a mistaken idea about Asian students that "in their mind is nothing new". But, in reality they tend to develop their critical thinking skills, otherwise the amazing inventions such compass, gunpowder and printing would not be invented.

The cross-cultural learning conditions can be problematic for both teachers and students as well. The problems can be according to these

reasons: Geert Hofstede (1986)

- ✓ Differentiation in the social distance of teachers and learners in the two societies
- ✓ Differentiation in the relevance of the content of curriculum including (stereotypes, training content)
- ✓ Difference between teacher-student and student-student interaction
- ✓ Difference in cognitive abilities of profiles

In a nutshell, EFL teachers should apply differentiated instruction in order to meet needs of diverse learners and take into account cultural dimension of learners and linguistic difference of EFL learners. As DJ Kaiser (2012) mentioned successful pedagogical designer focuses on differentiating instruction from a cultural perspective and using dimensions of natural culture.

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METHODOLOGY OF DEVELOPMENT OF DIDACTIC EDUCATION WITH THE USE OF MULTIMEDIA TECHNOLOGIES

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Abstract: English language is very important nowadays. More and more people need English to attend universities and colleges, because now everybody have an opportunity to get higher education abroad. New ideas in science and medicine happen so quickly that it is impossible to translate everything into different languages. International relations are extended and strengthened through the exchange of scientific, technical, and cultural information. In this situation, foreign language teaching is a matter of state significance. Teachers of foreign languages make their contribution to all aspects of education of pupils. There are some useful principles and methods of teaching foreign languages.

Key words: interactive, teaching, method, abilities, bewildering, literacy, silent reading, intonation, accent, imitation.

In the preparation of educational multimedia presentations it is necessary to consider, on the one hand, General didactic principles of the educational courses, requirements, dictated by the psychological features of perception of information from the screen and on a printed basis (because any text can be displayed with printer on paper), ergonomic requirements, and to maximize the opportunities that provide us with software tools telecommunications networks and modern information technologies. Naturally, it is necessary to start from didactic and cognitive goals and objectives, because the means of information technology are the means of implementing didactic tasks.

In other words, the effectiveness of multimedia presentations depends on the quality of the materials used(training courses) and the skills of teachers involved in this process. Therefore, pedagogical, informative organization of multimedia presentations (both at the design stage of the presentation and in the process of its use) is a priority. Hence the importance of conceptual pedagogical provisions, which are supposed to build a modern lesson using multimedia presentations. When creating multimedia presentations, consider the following requirements:

Motivation. Motivation is an essential component of learning that must be maintained throughout the lesson process. Of great importance is a clearly defined goal that is set for students. Motivation quickly decreases if the level of tasks does not correspond to the level of training of the student.

Setting a learning goal. The student from the beginning of work at the computer should know what is required of him. Learning objectives should be clearly stated during the lesson.

Creating prerequisites for the perception of educational material. To create prerequisites for the perception of educational material can be useful auxiliary materials (guidance for the student), included in the textbook or prepared by the teacher.

Submission of educational material. The strategy of presenting the material is determined depending on the educational tasks to be solved. An important problem is the design of the frames supplied to the display screen. It is necessary to use well-known principles of readability.

Assessment. While working with the computer, students should know how they cope with the educational material. The most important is the organization of communication “student-teacher-student”. For these purposes, it is recommended to organize the work of students in projects or “learning in cooperation” discussions.

When creating a multimedia presentation, it is necessary to take into account not only the relevant principles of classical didactics, but also the specific principles of using computer multimedia presentations.

The study of the classics showed that teachers - developers of multimedia presentations will be useful. They remain extremely relevant in our time with the most modern educational technologies. Here are some of them:

– allocate each material at a certain step and a small finished parts;

– specify at each stage of the individual parts of the subsequent material and, without allowing significant breaks, bring from it some data to excite the curiosity of the student, not satisfying it, however, in full;

– distribute and arrange the material in such a way that, wherever possible, the next step in the study of the new again repeated the previous.

It is necessary that the material you captured. The use of well-known authoritative sources, brands and concepts could make people treat it with great interest. The use of a variety of graphics, animation and simulation should enhance the attractiveness of interactive courses

The use of multimedia technologies for the creation of electronic materials dictates its own laws and imposes certain requirements on the approaches and methods of development.

Multimedia educational presentations are designed to help the teacher and allow you to conveniently and clearly present the material. Applying even the simplest graphical tools is extremely effective.

Masterfully made presentation can attract the attention of students and awaken interest in learning. However, you should not get carried away and abuse the external side of the presentation associated with special effects. If you overdo it, you will reduce the effectiveness of the presentation as a whole. It is necessary to find such a balance between the material and the accompanying effects that your students literally " sat on the edge of the chair." This rule is true for all multimedia presentations in General, but especially for training presentations.

The following principles should be followed when creating a scenario diagram and drafting text accompaniment to a multimedia presentation:

• The presentation should be concise, accessible and compositionally complete. The duration of the presentation with the script should be no more than 20-30 minutes. For the demonstration, you need to prepare about 20–25 slides (one slide takes about 1 minute, plus time to answer questions from the audience).

• Several key points should be highlighted in the presentation and revisited from time to time during the demonstration to highlight the issue from different angles. This ensures proper perception of the information by your listeners. Don't be afraid to repeat your thought if you want it to be understood.

The following outline will be useful when you are working on your own presentation.

• Before you start working on your presentation, you should have a full understanding of what you are going to talk about.

• There should be nothing superfluous in the presentation. Each slide should be a necessary part of the narrative and work on the overall idea of the presentation. Unsuccessful slides must be merged with others, moved or deleted altogether.

• Use ready-made templates when choosing character style and background color. Don't be afraid to be creative. Experiment when placing graphics and creating special effects.

• Do not overload slides with unnecessary details. Sometimes it is better to present several simple slides instead of one complex one. You should not try to "cram" too much information into one slide.

• Additional effects should not become an end in itself. They should be kept to a minimum and used only to draw the viewer's attention to the key points of the demonstration. Sound and visual effects should never come to the fore and obscure useful information.

A multimedia presentation should have the following qualities:

• User-friendly navigation system that allows you to easily navigate the presentation

• Use of multimedia capabilities of modern computers and the Internet (graphic inserts, animation, sound, if necessary, etc.).

• Breakdown of the lesson into small logically closed blocks (slides).

• Each slide in your presentation should have a title.
• References to literature, digital libraries and sources of information on the Internet.
• Accessibility-fast loading, without complicating the effects.

When you create a multimedia presentation, you must:

• conduct a breakdown of the lesson into small semantic parts-modules. Each slide should have a title;

• selection of the appropriate form of expression for each module and presentation of the section title, texts, figures, tables, graphs, sound and video, etc. (according to the content);

• modeling of cognitive activity of students in the study section and the use of the results in its preparation (determined by the main sequence of transition between slides);

• design of ways to consolidate knowledge and skills and implementation of feedback (selection of tasks, control questions, tasks for modeling, development of methods of analysis of answers, replicas of typical wrong answers, preparation of tips (help));

• preparation of texts, development of drawings, tables, diagrams, drawings, video, according to the requirements of ergonomics; arrangement of modules of each section of the lesson from an ergonomic point of view.

Each module to the maximum includes:

• Text mental attitude
• Objectives of the module
• Training issues
• Training material
• Set of key issues related to the module
• The best work of students of past groups
• New works of students
• Questions for self-examination and reflection(preferably with answers, comments and recommendations)
• Structural and logical scheme of the module
• References to the module and links to Internet sites on the subject of the module. When creating multimedia presentations, it is necessary to take into account the peculiarities of perception of information from the computer screen.

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DEVELOPING COMMUNICATIVE SKILLS OF FOREIGN LANGUAGE LEARNERS

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Annotation. This article highlights the role of a teacher in enhancing learners' speaking skills by applying different methods and techniques in English language classrooms. The paper also describes the problems which foreign language learners face in acquiring communicative skills, and gives some recommendations and suggestions for overcoming them.

Key words: classroom activities, effective, communication, different methods, language barrier, to overcome problems, interaction, development, learner-centered, a facilitator.

In the last few years, one of the main problems related to English language learning (ELL) is to develop learners to use the language proficiently and effectively. To overcome the burdens in ELL, teachers have to organize the classroom instruction professionally and dynamic. Interaction in the classroom must be encouraged because it is a useful strategy to develop learners' communicative competence as it plays an important role in learning English as a foreign language by giving lots of opportunities to learners to be able to communicate with others without any hesitation and fear. The learners can acquire the knowledge of grammar and vocabulary that is rather useful in improving communicative skills when they can interact dynamically with others in language learning activities at English classes. Consequently, such kind of activities will lead the learners to communicative skills development [Rao, Parupalli, 2018: 286].

Also, students may face different problems in learning a foreign language while they communicate:

- grammatical patterns
- incorrect pronunciation
- vocabulary mastery limit
- minimum opportunities
- low motivation
- mother tongue use
- rare practice
- fear of making mistakes and environment factors.

There can be given some ways of overcoming problems in learning a foreign language:

- Repeat, read, write and review
- Create listening tasks (Use Media in the Target Language)
- Don't correct mistakes when students are speaking
- Try alternative methods of building vocabulary
- Create friendly environment
- Create learning environment
- Use different methods

Using different methods in teaching communication skills of learners will be more effective and it will increase motivation of students. For instance, organizing small discussion groups can be very effective in teaching communicative skills of leaners. [Abbott, E., 1979:202].

It would be better to avoid personal topics and use warming up activities in order to involve the whole group in work. [Zelson, S. N. J.,1974:33]. It may be a brainstorming, cluster or a picture. You should identify your role and try to make it more learner centered. ".... the teacher is not the

information provider or classroom controller. Rather, the teacher facilitates, coaches, and models good problem solving skills for their students".[Yukhymenko et al. 2014:102].

It is common knowledge, that about a decade ago, a teacher was considered to be a person of authority, a teacher controlled the lesson, distributing the roles in the classroom. But the contemporary world demands specialists who are able to make decisions, take responsibilities and evaluate the situation. In this rapidly changing world teachers acquire the role of a facilitator of a learning process. The teacher only guides and directs learners giving some assistance if needed.It would be better if you just observe and help the learners, but not dictate what they must do. Instructions are necessary and they should be only instructions, and nothing more. Students should speak, but not a teacher, students should give the answer but not the instructor. Because the main aim of teaching communicative skills is students to acquire these skills.

Of course, it is impossible to diminish the role of a teacher and we cannot reduce teacher's participation in the learning process as facilitation is very crucial in the learning process.

There can be suggested some ways of setting up the communicative activities:

Buzz groups A problem is discussed in small groups for a few minutes before views or solutions are reported to the whole class.[Cole, P., 1970:353].

Fishbowl All the members of the class sit in a big circle. In the middle of the circle there are five chairs. Three are occupied by students whose views (preferably controversial) on the topic or question are known beforehand. These three start the discussion. They may be joined by one or two students presenting yet another view. Students from the outer circle may also replace speakers in the inner circle by tapping them on the shoulder if they feel confident that they can present the case better.

Hearing 'Experts' discuss a topical question and may be interviewed by a panel of students who then have to make a decision about that question.

Network The class is divided into groups which should not have more than 10 students each. Each group receives a ball of string. Whoever is speaking on the topic chosen holds the ball of string. When the speaker has finished, he gives the ball of string to the next speaker, but holds on to the string. In this way a web of string develops, showing who talked the most and who the least. [Brandes, D. and H. Phillips, 1979:140].

Star Four to six small groups try and find a common view or solution. Each group elects a speaker who remains in the group but enters into discussion with the speakers of the other groups.

Onion The class is divided into two equal groups. As many chairs as there are students are arranged in a double circle, with the chairs in the outer circle facing inwards and those of the inner circle facing outwards. Thus, each member of the inner circle sits facing a student in the outer circle. After a few minutes of discussion all the students in the outer circle move on one chair and now have a new partner to continue with.

Market All the students walk about the room; each talks to several others. [Cole, P., 1970:354].

Such activities in a classroom teach students the fundamental skills associated with working as a collective unit toward a common goal. Teamwork involves a number of different skills that will be valuable for students later in their work, such as communication, compromise and collective effort.

There are some steps of using the activities effectively:

1. Prepare your materials in sufficient quantity.
2. Read through the 'procedure' section and if necessary, note down the main steps. Think about how you are going to introduce the activity and whether your students will need any extra help.
3. Decide which role you are going to adopt (joining, helping, observing?) and stick to it throughout the activity.
4. Let the students give you feedback on the activity when it is finished.
5. Make a note of any problems arising as well as your own comments.

Following these recommendations, it will be easier for a teacher to help the learners in overcoming alanguage barrier while speaking a foreign language and use classroom activities effectively.

As communication skills are playing a key role in the modern society, the responsibility is more on the teachers, to train the learners those skills. Communicative skills are very important in personal and professional life as well, therefore, foreign language teachers have to give importance, encourage and help their learners to use speaking skills not only in classrooms,but also in their future career and life.

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THEORETICAL PREREQUISITES FOR THE STUDY OF PHRASEOLOGICAL UNITS

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Annotation. This article discusses the theoretical prerequisites for the study of phraseological Units. Several works of scientists on this subject have been investigated and different views of the concept (by scientists) were shown as examples.Besides that, the topicality of the work is conditioned by the profound interest of language specialists in the linguistic peculiarities of set expressions.

Key words: phraseology, phrase, phraseological unit, PU, word combination, meaning.

Phraseology is a section of linguistic science that studies the system of stable expressions of a particular language and a system of such stable expressions. Compared to other branches of linguistics with many centuries of development, phraseology can be considered as a small child, although quite intelligent and perceptive. Its area consists of picturesque and bright elements, called phraseological units (PU), which are characterized by a certain transfer of meaning. The term "phraseology" was coined by the eminent French-born Swiss scholar Charles Bally in the early twentieth century.

Phraseologisms are a kind of cultural phenomenon. So this is not the result of people, but the result of the collective intelligence of civilization, which was influenced by politics, trade, crafts, religion and art. English phraseological units are affected by English culture, they focus on social activities. In phraseological unity, the connotation of the whole is never equal to the sum designations of elements. This is the new meaning that appeared in the result of a specific "chemical" combination of words.

The first to raise the question of phraseology as a linguistic subject was Professor E. D. Polivanov, a famous Russian scientist. Academician V.V. Vinogradov was the first to develop a classification of

Russian phraseological units, which was the reason for extensive research of phraseology in other languages.

In the 50-60s, the efforts of scientists were aimed at identifying differences in phraseological units and determining the volume and boundaries of phraseology on this basis. These features were: the impossibility of literal translation, stability, idiomaticity, imagery, etc. A comparative study of phraseological units and words made it possible to establish signs of their similarities and differences. Phraseological units assimilate the values of the age at which they live. The issue of understanding the meaning of phraseological units is related with the plausibility of diachronic extension of our information of the world. The creators emphasize the significance of phraseological inquire about because it illustrates the relationship between dialect and society. Phraseological esteem may be a category that's translated completely different ways depending on the understanding of the nature of a phraseological unit, its components and the volume of phraseology.

The definition of phraseological meaning comes from the essence of the phraseological unit. According to A.V. Kunin, phraseological unit is a fixed combination of words that completely or partially change their meaning [Kunin, 1983: 211]. This means that a symbol that is above the level of a word, stability and changed meanings of words in a combination is a criterion for phraseological units together with other linguistic units that determine their special status in the structure of the language.

As we know, expressions that turn into phraseological units are included in complex semantic forms. Researchers have not however come to a common conclusion approximately the component and designs of alter within the semantic substance of words-components of phraseological units. The formal semantic structure of a phraseological unit, that's the consider of its content plane and expression plane, could be an uncommon issue. In other words, the address is how the elements of the semantics of phraseological units are classified agreeing to their lexical components, that's the degree of the so-called semantic combination and semantic partition of the phraseological unit. The nearness of phraseological units conducts their ponder and portrayal as an indispensably portion of etymology. In present day phonetics, there are numerous suppositions claiming that diction is an autonomous department of etymology due to the specificity and complexity of issues related to the consider of phraseological units.

The term "phraseology" was introduced into linguistics by the Swiss linguist Charles Bally in the following meaning: a section of stylistics that studies stable combinations "[Bally, 1955: 416]. After Balli, many linguists began to promote their opinions and give their own definitions of the term "phraseology". Balli included phraseology in his stylistics, while the Soviet linguist E.D. Polivanov was the first to consider phraseology as a separate science. He believed that phraseology "will take in the future linguistic literature an isolated and stable position (like phonetics, morphology, etc.") [Polivanov, 1931: 240]. B. Altenberg asserts that "phraseology is a fuzzy part of the language. It encompasses the traditional rather than the productive or rule-driven side of the language, including various kinds of constituent units and patterned expressions such as idioms, fixed phrases and phrases "[Altenberg, 1990: 65].

Following the definition of Kunin, the term phraseological unit is defined as follows: "A phraseological unit is a stable combination of words with fully or partially transferred meaning" [Kunin, 1978: 45]. This definition emphasizes two distinctive and inherent features of phraseological units: their stability (lexical and grammatical) and meaning transfer, which distinguishes them from stable phrases of a non-phraseological nature and groups of free words. Shmelev D.N. notes that "idiomaticity is the main factor in the formation of phraseological units in the language and meets one of the trends in the development of language - the trend of expressiveness" [Shmelev, 1977: 334]. While Amosova N.N. calls phraseological units as "fixed contextual units, that is, units in which it is impossible to replace any of the components without changing the value of not only the whole unit, but also elements that remain intact" [Amosova, 1963: 208].

Functionally and semantically inseparable units are usually called phraseological units. Lexical components in phraseological units are stable and they are not motivated, i.e. its meaning cannot be inferred from the meaning of its components, and they do not allow changing or replacing their lexical components.

Words have several structural forms, but in phraseological units only one of the components has all forms of the paradigm of the part of speech to which it belongs. For example: to go to bed, goes to bed, went to bed, gone to bed, going to bed, etc., the rest of the components do not change their shape. PU is a compound name that has the following formal features - relative stability in the structure of components and their location, limited permeability, two or more immediacy; it performs all the basic linguistic functions, like a word: nominative, pragmatic and constructive, and therefore has semantic integrity, such a feature as reproducibility.

Following these definitions, any etymological unit that has the over traits may be a given state. Be that as it may, there are moreover contradicting focuses of see with respect to the nature of diction. Until presently, a limit number of language specialists have communicated their conclusion around the non-systemic nature of manner and the excess of phraseological units within the dialect framework.

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ADDRESS AS A MORPHOLOGICAL AND SYNTACTIC PHENOMENON

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Annotation. This article is devoted to the issue of the concept of address. The notion of address is also explained by examples of the work of local and world linguists who have studied it in morphological and syntactic aspects.

Key words: address, addressee, addresser, morphologic aspect, syntactic aspect, vocatives.

In linguistics, the notion of address is seen as a separate intonational and grammatically independent component of a sentence or complex syntactic whole that serves to identify the person or object that is the recipient of the speech. For a long time, it has been classified as a separate phenomenon, developed based on other language units, and evaluated according to theories. This, in turn, has led to the formation of several debates within the various approaches available in language learning. However, the rapid growth of interest in sociolinguistic and psychological problems so far, as well as the emergence of scientific research in the field of oral speech, has led to the concept of address becoming one of the most important problems.

Most Russian linguists note that the term “address” was first mentioned in 1875 in F.I. Buslayev’s “Historical grammar of the Russian language.” In the syntax section of this grammatical edition,

Buslayev included an address to a number of means used in the expression of interpersonal relationships, and more precisely, it is described as "a statement expressed by the speaker in the personal case by the listener's name" [Buslayev, 1959:32].

Turning to the definition in Mikhail Bakhtin's 1986 work, the author believes that an important (structural) feature of speech is that it is addressed to someone, that it is directed to someone. At the same time, it emphasizes that every speech has its own author and recipient, rich in a wide range of linguistic means: lexical, morphological and syntactic means to express the formal address as a language system [Bakhtin, 1986: 546].

However, before that in grammatical works the term "address" appeared in the form of zvatelniy padej and served as a morphological means of expressing the syntactic function in the ancient Russian language, later in the grammar of F.I. Buslayev was called "address". It is obvious that we can rightly say that the term "address" was first introduced into linguistics by F.I. Buslayev.

According to Lambrecht, words that serve to address are interpreted as means of calling "to attract the attention of the addressee, to establish or support a relationship between the addressee and addresser". They have been considered as a pragmatic component of grammar and have therefore been neglected in linguistic research until recently. [Lambrecht, 1996]

In linguistic research, address expression has been interpreted by local and world scholars from different aspects of linguistics and from several perspectives: morphological and syntactic aspects in the grammatical approach, speech act as speech etiquette, pragmatically, functionally, and so on.

The study of the address as a morphological phenomenon is reflected in the grammar of the ancient Russian and Slavic languages in the form of vocatives in the works of Russian scientists such as M.V. Lomonosov (1755), A.X. Vostokov (1831), A.A. Shakhmatov (1957), V.V. Ivanov (1990); in a new form or as a form of nominative case in the work of scholars such as A.M. Peshkovsky (1956), I.N. Kruchinina (1990), N.I. Formanovskaya (2000).

In particular, according to A.M. Peshkovsky, the nominative case of the noun, which is focused on speech, denoting a person or object, is called "address". The main content of this nominative is motivation: to urge the listener to listen, to draw his attention to the speaker's speech. Through this we can understand that the address is expressed in the form of the nominative case (именительный падеж) of the noun[Пешковский, 1956: 367].

N.I. Formanovskaya states that "the vocative case has not been preserved in the Russian language, therefore the nominative case appears in the function of address". At the same time, she notes that "the Russian language, having lost its vocative form, now again seeks to formalize this vocativeness." The main function of the address - calling the interlocutor gives him a certain form, namely: truncation of the suffix or ending in the address from a proper name or the name of kinship (Тан! Мам!); stretching (Ма-а-м!); contraction of the name-patronymic in oral speech (Натал Иванна!) [Жукова, 2015: 25].

Although there are many linguists who have studied the address from a grammatical point of view and researched it as a syntactic linguistic unit, the problem of the syntactic approach to the address remains open because no definite conclusion has been reached. In particular, in the syntactic aspect of the problem of address is studied in a number of works of Russian scholars such as F.I. Buslaev (1881), A.A. Shakhmatov (1925), A.M Peshkovsky (1956), O.S. Akhmanova, A.A. Potebnya (1958) and Uzbek linguists such as A. Fitrat (1924), Sh. Zunnun (1925), G. Abdurakhmanov (1996).

A.A. Shakhmatov wrote: "An address is a word or phrase corresponding to the name of the second person, the person to whom the speaker is speaking. It stands outside the sentences and therefore is not a member of the parts of speech "[Shakhmatov, 2001].

As the Uzbek linguist Gani Abdurakhmonov claims, address (in Uzbek "undalma") is a word or phrase that represents another person or object to which the speaker's speech is directed.The address is expressed by the words in the nominative case or the words denoting a noun, which completes the general meaning of the sentence, indicating to whom the sentence belongs. Address cannot enter into a government, agreement, or contact relationship with the primary or secondary parts of speech. But it is one of the necessary parts of a sentence, depending on the parts of the sentence or the whole sentence.

That is why it enters into a peculiar grammatical connection with certain parts of speech and the general content of the sentence:*Ishchilar, o'yg'on, senga ishlashga yetishdi zamon* [Abdurakhmonov, 1996: 248].

According to Bejenaru, in grammatical theories, they are considered as units devoid of any syntactic function, which are the name of the addressee of speech, first of all, or, conversely, as members of the third level sentence, which are connected with the rest of the sentence by a special type of semantic and pragmatic connection - the relationship of the ratio or the relationship of interdependence a verb and a noun in the vocative case. [Bejenaru, 2014]

It should be noted that in traditional Uzbek and foreign linguistics, address is considered by the scholars in several interpretations, and for many years there has been a debate on the concept of address.

In linguistic research, address expression has been interpreted by local and world scholars from different aspects of linguistics and from several perspectives: morphological and syntactic aspects in the grammatical approach, speech act as speech etiquette, pragmatically, functionally, and so on.

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ЛИНГВИСТИЧЕСКИЙ КОРПУС ПРИ ОБУЧЕНИИ МЕСТОИМЕНИЯМ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Данная статья посвящена изучению вопроса использования лингвистического корпуса при обучении местоимениям английского языка учащихся общеобразовательных школ Узбекистана. Лингвистический корпус, являясь большим набором текстов различных жанров, позволяет учащимся увидеть и проанализировать употребление местоимений английского языка в аутентичных текстах. В статье также рассматриваются дидактические свойства лингвистического корпуса, такие как контекстность и возможность выделения фрагмента на основе ключевого слова.

Ключевые слова. Лингвистический корпус, местоимения английского языка, конкорданс, аутентичность, контекстность, грамматические навыки.

Аннотация. Ушбу мақола Ўзбекистон умумтаълим мактаб ўқувчиларига инглиз тили олмошларини ўргатишда тил корпусидан фойдаланиш масаласига бағишланган. Турли жанрлардаги матнлар тўплами бўлган тил корпуси, ўқувчиларга аутентик мантларда инглиз тили олмошларини ўрганиш ва таҳлил қилиш имконини беради. Шу билан бирга, мақолада контекстуаллик ва калит сўз орқали матнларни бир қисмини танлаш каби тил корпусининг дидактик хусусиятлари кўриб чиқилган.

Калит сўзлар. Тил корпуси, инглиз тили олмошлари, аутентик, контекстуаллик, грамматик кўникмалар, конкорданс.

Abstract. This article is devoted to the study of the use of the linguistic corpus in teaching English pronouns to students of secondary schools of Uzbekistan. The linguistic corpus, being a large collection of texts of various genres, allows students to see and analyze the use of English pronouns in authentic texts. The article also discusses the didactic characteristics of the linguistic corpus, such as contextuality and the opportunity of selecting a fragment based on a keyword.

Key words. Linguistic corpus, English pronouns, authentic, contextuality, grammar skills, concordance.

Изучение исследований [Кокорева А.А. 2013, Рязанова Е.А. 2012, Сысоев П.В. 2013, Чернякова Т.А. 2011, SanjaMarinov. 2013], посвященных использованию лингвистического корпуса в формировании лексико-грамматических навыков, позволило сформулировать следующее определение лингвистического корпуса. Лингвистический корпус – это большой набор текстов, распределенных по различным жанрам, стилям, периодам. В нем собраны аутентичные тексты устной и письменной речи. Программой, которая позволяет анализировать большие наборы текстов, является конкорданс. Для поиска слов и выражений в конкордансе необходимо ввести в поле «поиск» необходимое слово или выражение. Он осуществит поиск запрашиваемого слова в лингвистическом корпусе и на экран выдаст фрагменты текстов, в которых употребляется данное слово или выражение. На рис. 1. представлен скриншот результатов поиска слова some в лингвистическом корпусе.

Как видно из изображения на экране, запрашиваемое слово выстраивается в середине высказывания, а слово, находящееся слева от запрашиваемого слова, выделено полужирным шрифтом. Данные параметры устанавливаются пользователем конкорданса. Пользователь может установить использование интересующего его слова в начале, середине, конце высказывания, выделение слов, находящихся справа или слева от запрашиваемого слова. Более того, конкорданс дает возможность обращения к расширенному контексту путём нажатия на запрашиваемое слово. Лингвистический корпус удобен для грамматического анализа текстов. Основными преимуществами лингвистического корпуса, на наш взгляд, являются аутентичность текстов и большие возможности в составлении грамматических упражнений.

В своей работе, посвященной методике формирования грамматических навыков речи студентов на основе лингвистического корпуса, Е.А.Рязанова предлагает задания для изучения грамматических времен, использования модальных глаголов, изучения степени сравнения прилагательных, определенного и неопределенного артиклей, образования множественного числа существительных, контроля сформированности грамматических навыков по данным разделам грамматики [Рязанова. 2012, 25].

Т.А.Чернякова, рассматривая вопрос о формировании лексических навыков на основе лингвистического корпуса, предлагает задания на определение значения слова, изучение полисемии слова и управления глаголом, на составление лексических тестовых заданий, выявление различий в употреблении близких по значению слов [Чернякова. 2011, 127].

При обучении местоимениям английского языка на основе лингвистического корпуса, по нашему мнению, можно предложить задания на образование грамматических конструкций с употреблением местоимений, определение значений местоимений, формулирование грамматических правил на основе примеров, дифференцирование местоимений в контексте, прогнозирование форм местоимений, анализ частотности употребления местоимений в устной и письменной речи, наблюдение различий форм местоимений в зависимости от стиля и жанра.

Мы считаем, что основным достоинством лингвистического корпуса в обучении местоимениям является возможность анализа местоимений в текстах, поскольку текст раскрывает их истинное значение.

На наш взгляд, обучение местоимениям английского языка может быть осуществлено с помощью следующих лингвистических корпусов: - http://www.natcorp.ox.ac.uk – Британ-

ский национальный корпус (BritishNationalCorpus); - http://www.hansard-corpus.org – Британский парламент (BritishParliament); - http://www.anc.org – Американский национальный корпус (AmericanNationalCorpus); - http://www.lextutor.ca/conc/eng – Британский корпус (CorpusConcordanceEnglish).

Лингвистический корпус может быть использован в режиме онлайн или представлен на анализ ученикам в распечатанном виде. В силу аутентичности текстов лингвистический корпус в режиме онлайн, на наш взгляд, может быть использован в 8 – 9-х классах при обучении местоимениям английского языка, поскольку к этому времени, благодаря урокам информатики, у них уже сформирована информационно-коммуникативная компетентность и уровень владения языком приближен к уровню А2. На более ранних этапах обучения, в 6 – 7-х классах, может быть использован распечатанный вариант лингвистического корпуса с отобранными заранее фрагментами текстов, которые соответствуют уровню и интересу учеников.

При обучении местоимениям английского языка лингвистический корпус обладает такими дидактическими свойствами, как контекстность и возможность выделения фрагмента на основе ключевого слова.

Контекстность. Данное дидактическое свойство позволяет более точно определить значение местоимений. Как отмечалось, значение местоимений конкретизируется в контексте и только контекст раскрывает их истинное значение. Следовательно, контекст играет большую роль в определении значения местоимений, что является основным достоинством лингвистического корпуса. Более того, лингвистический корпус предоставляет возможность рассмотреть употребление местоимения во всем его многообразии значений в реальных языковых ситуациях.

Возможность выделения фрагмента на основе ключевого слова. Данное дидактическое свойство позволяет осуществить быстрый поиск фрагмента текста с участием запрашиваемого ключевого слова. На основе рассмотренных дидактических свойств мы выделяем дидактические свойства и методические функции лингвистического корпуса, приведенные в табл. 1 Дидактические свойства и методические функции лингвистического корпуса при обучении местоимениям английского языка. Дидактические свойства лингвистического корпуса при обучении местоимениям английского языка Методические функции лингвистического корпуса при обучении местоимениям английского языка

Контекстность позволяет раскрыть подлинное значение местоимений и показать их особенности в различных языковых ситуациях. Возможность выделения фрагмента на основеключевого слова позволяет разрабатывать различные виды упражнений на овладение местоимениями английского языка, а также на основе примеров сформулировать грамматическое правило.

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ADVANTAGES AND DISADVANTAGES OF USING MULTIMEDIA IN TEACHING FOREIGN LANGUAGES

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Abstract. The article is about the importance of multimedia technologies while teaching foreign languages. Application of multimedia technology appears to bring numerous advantages. However, it should not be forgotten that practical teaching and implementation of the interactions can also cause some drawbacks. In this article, the biggest problems listed which may be encountered while introducing and conducting multimedia material.

Key words: multimedia, multimedia technology, Power Point presentations, logical thinking, communicative competence, the danger of multimedia dominance

Methods of teaching English Language continues to improve by the usage of internet and information technologies in teaching process. The new era assigns new challenges and duties on the modern teacher. The method and tradition of English teaching has been changed with the remarkable entry of technology as it is a good provider in making teaching process interesting. And also it makes teaching more productive and effective.

With the rapid development of science and technology, developing of multimedia technology comes into important play in English class teaching. It's proved that multimedia technology plays a positive role in promoting activities of students and teaching effect in English class. Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate.

Multimedia helps in establishing curriculum that appeals to visual, aural and kinesthetic students, therefore, learners have equal opportunities in their performances. Students are encouraged to develop a versatile approach to learning by presented material in a diversity of modes. Multimedia is considered to consist of computer program which is the combination of a text with at least one of the following elements: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics. It is stated that multimedia is information that takes the form of audio, video graphics or movies. A multimedia document contains a media element other than plain text. According to Mayer (2010: 1–2) multimedia presents both words (in spoken or written form), and pictures (illustrations, photos, animations, video). Teachers can use multimedia technology to create more colorful and stimulating language classes. There are various reasons why all language teachers and learners must know how to make use of the new technology. Most importantly, the new technologies can help to learn a language more quickly.

Even though there are some kind of advantages, here are some disadvantages in learning language with multimedia technology as well. Now we may count a lot of positive sides of this learning type.

First of all, teaching using multimedia makes English class more lively, vivid, and interesting. According to Dong and Li (2011) multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory effects achievement. [1-3]Secondly, it develops students' communicative competence. Multimedia technology can help to integrate teaching and learning a lot. We know, nowadays Power Point presentations become more common among the learners. Through these presentation topics, there are discussion, some activities and debates. And of course, this situation demands any kind of commmunication skill from the learner.

Multimedia technology not only improve learners' communication skills in learning the language but also encourage students' positive thinking.

Thirdly, it widens students' knowledge about the culture of English. The use of multimedia technology gives the learners more information than textbooks. Besides that, it helps them to be familiar with cultural backgrounds and real-life language materials, which can attract the students to learning. The learners not only improve their listening ability, but also learn the culture of the target language.

Fourthly, multimedia technology enhances interaction among students and between teachers and students. In fact, multimedia technology in teaching focuses on the active participation of students. One of the main uses of multimedia technology in the classrooms is to improve students' ability to listen and speak. While teaching English language through it, the sounds and pictures can be set together that improve the active participation of both teachers and students. This technique makes the language class lively and interesting. And also this motivates the students to participate in the classroom activities.

Besides advantages of it in teaching, there are many disadvantages of using multimedia technology in English language teaching as well. In the following were given some of the disadvantages of multimedia technology.

First one is lack of communication between teachers and students. It is important that there should be a lot of communicative activities in the language classrooms. The teachers should teach the students on how to pronounce certain words, to comprehend the sentences, to improve thoughts and to express what they have learned. Though the use of multimedia technology in the language classrooms improves the interest of the students through audio, visual and textual effects upon the students, it lacks interaction among the students and between teachers and students.

Second one is loss of students' logical thinking. The use of multimedia technology in teaching makes the students understand the content easily, but their abstract thinking would be limited. As the result of this, their logical thinking would be lost away.So if the students only perceive the images and imagination shown on the screen, their logical thinking would lose away.

Third one is lack of real-time teaching. Language teaching requires lots of discussion formed through questions and answers between teachers and students. The teachers ask real-time questions and guide the students to think, and to build up their capacity to give the answers. However, the teachers, with the help of multimedia technology, prepare the pre-arranged courseware for the language teaching that lacks real-time effect in the classrooms and the students become unable to give feedback to their teachers. Thus, the students should be given opportunities for thinking, analyzing and exploring their own world.

There is the danger of multimedia dominance in the classroom. Multimedia should be an assisting instrument to achieve desired teaching effect. However, it appears that sometimes teachers are too much dependent on multimedia devices, making them rather their slaves than playing the leading role in teaching. According to Patel (2013: 120), many teachers are proven to be active in multimedia teaching but lack proficiency to handle it confidently. Teachers become passive, and stand by the computer, while students' attention is drawn by the screen, therefore, there is no eye contact between students and teachers. To fully understand Creative Education and application of multimedia it is necessary to comprehend that technological applications serve as an assisting instrument to effective teaching and learning rather than a target, and under no circumstance should not dominate the class

As a conclusion, we can say the main purpose of using multimedia technology in language teaching is to improve students' motivation and learning interest in the English language. The utilization of multimedia technology can fully improve the students' thinking and practical language skills. [4-6] This will ensure and fulfill an effective result of English language teaching. The teachers indicate the number of the advantages from using multimedia in the classroom. First of all, they think that computers are a wonderful tool, and together with the Internet enable easier and faster communication, which in turn results in and leads to acquiring target language in easier way. The next advantage

seen by teachers is that they observe increased willingness by English learners' participation in the classroom. The third advantage is that teaching in combination with multimedia is undeniably more effective. The fourth very important benefit is that there are enough good multimedia materials for English teaching, giving opportunities for teachers to provide their students with reliable, various, and interesting sources Multimedia is undoubtedly a good form of learning the language, nevertheless as each method has disadvantages. The biggest disadvantage in the multimedia-enhanced classroom is that the material has to be carefully selected due to students' needs. Moreover, it requires earlier preparation by the teachers as sometimes inappropriate language may be used, wrong content, or the level of the difficulty.

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ESSENTIAL ASPECTS AND PROCESSES OF COMMUNICATIVE APPROACH TO LANGUAGE TEACHING

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Annotation: This article is about the importance of Communicative Language Teaching which teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language accompanied by utilizing both authentic materials and language effectively and smoothly in order to improve learners' communicative competences in teaching and learning process.

Key words: Communicative competence, linguistic structure, communicative ability, principles of CLT, linguistic interpretation, technique of CLT.

"I keep six honest serving-men. They taught me all I knew;
Their names are WHAT and WHY and WHEN and HOW and WHERE and WHO"
(Rudyard Kipling (1865–1936) Indian-born British writer and poet)

The initial aim of any language learner is to be able to communicate in the target language in the genuine situations independently. So, "language", "learning", "teaching" are dynamic, fluid, mutable processes. There is nothing fixed about them.Historically, communicative ability in a foreign language has been described in terms of the four skills of listening, speaking, reading and writing. Or more precisely, Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making Communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. Communicative language

teaching makes use of real-life situations that necessitate communication. The instructor sets up a situation that learners are likely to encounter in real life. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, situational, context (who is speaking, what their social roles are, why they have come together to speak). According to linguist, K. Morrow's concept, speaking begins with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, gestures or expressions, demonstration, and pictures. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. It is worth emphasizing thatthe goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign-language study.

For EFL teachers the consideration of learners' needs is of high importance. It is well-known that the communicative approach to language teaching has been widely promoted as a suitable one for all the contexts, but a lot of questions have since been raised about what it really means and what versions of it are appropriate for specific learning situations. Some specialists observed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom. Others noted that being able to communicate required more than mastering linguistic structures. Students may know the rules of linguistic usage, but be unable to use language [Widdowson 1978: 90-98]. It became clear that communication required that students perform certain functions as well, such as promising, inviting, and declining invitations within a social context. Or more accurately, the most obvious characteristic of CLT is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays and problem-solving tasks. Activities that are truly communicative, have three features in common: information gap, choice and feedback [Johnson & Morrow 1981: 78]. In short, being able to communicate requires more than linguistic competence; it requires communicative competence – knowing when and how to say, what and to whom. Such observations contributed to a shift in the late 1970s and early 1980s from a linguistic structure – centered approach to a Communicative Approach to Language Teaching [Widdowson 1978: 89]. It is obvious that learninig does not have to be a pressure. Students do not simply learn the linguistic structures and grammar rules. They have to learn how to use the language properly. Littlewood described the CLT approach that one of the most characteristic features of communicative language teaching is that it must pay systematic attention to functional as well as structural aspects of language. In reaction to the grammar-translation and audio-lingual methods, the CLT approach emphasizes the communicative activities that involve the real use of language in daily life situation. It is essential to mention that there are differences between "functional communication activities"and "social interaction activities" as major activity types in Communicative Language Teaching. Functional communication activitiesinclude such tasks as learners comparing sets of pictures, similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map, following directions, and solving problems from shared clues. Social interaction activities include conversation and discussion sessions,dialogues and role plays, simulations, skits, improvisations, and debates [Littlewood 1981: 112].

We try to keep to such communicative teaching principles as: role play, chain story, jigsaw reading, simulation, picture strip story and information gap. Besides these, I want to share one more CLT activity that I found useful at our "Teacher Refreshener course in London Metropolitan University" by Nicola Mace.

First of all, the teacher elicited students' awareness of tour agencies, their duties, service so on. Then got students into pairs of As and Bs. Every student A was attained as a tour agent and was given cards with a whole package of tour advertisements with colorful pictures. Their task was to advertise and convince the student B to buy their tour in 10 minutes. While the pairs were communicating the

teacher walked around and listened without interruption. When the time finished the teacher took the "travelers" to another room and showed them the picture of a "real" place they were sent to and elicited some vocabulary by asking them to describe the place such as: *awful, dirty, rubbish, etc.* Naturally, the clients were annoyed for being deceived and went back to their "tour agents" to complain about this situation. For this they had to write a complain letter, the agents at the same time wrote an apologise letter. So, all principles of CLT have been approved in this activity.

Moreover, the teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as anadviser, answering students' questions and monitoring their performance. He might make note of their errors to be worked on at a later time during more accuracy-based activities. In order to give a broarder description, we want to compare the following methods of two teachers, whose aim is to teach to ride a bicycle, and make choice between these two approaches. One teaches all parts of a bicycle, road, signs, traffic-lights etc. The other makes learner ride the bike along the roads, lets him practice it. Learning grammar rules and vocabulary by heart might be compared to learning the names of all the parts of a bicycle, road signs, traffic-lights etc. but not riding itself. Often teachers only help students to learn everything about the language, but still students find it difficult to apply their knowledge in practice and communicate freely in real life. Another approach to language promotes use of language for communication and therefore it can be compared to learning to ride a bicycle actually riding along the streets. A communicative approach to language teaching does not necessarily exclude knowledge about the language. On the contrary, it promotes the use of grammar and vocabulary for communicative purposes by means of improving speaking, listening, reading and writing.

Main principles of CLT are the followings:

- Interactive mode of work (group work, pair work)
- Natural and spontaneous (free) use of language
- Meaning has primacy over form
- Meaningful communication
- Balance between fluency and accuracy

Changing interaction patterns during the lesson helps to refresh students' concentration and encourage them to talk with different members of the class. The students who don't owe enough confidence to speak to the large audience, or avoid talking of some issues to the teacher may take the advantage in pair, small group or individual work. While teaching via CLT one must make sure that topics and activities are genuine and highly motivating. That gets students to produce natural and spontaneous speech in meaningful communication. " In the classroom we should change our attitudes to the ways we correct our students' mistakes and to their efforts at producing English. We should recognize when a student is experimenting, trying something out and we should support this student. Allowing students speak freely and not to correct their mistakes should not lead to the thought that we do not need the accuracy". Students' communication is to be considered advanced when it's fluent and accurate too. So, communicative language teaching promotes a focus on communicative competence which is supported by grammatical or lexical competence. Learners use language for meaningful purposes. Fluency and accuracy are viewed as complementary principles underpinning communicative techniques.In fact, language is for communication. Linguistic competence, the knowledge of forms and their meanings, is just one part of communicative competence. Another aspect of communicative competence is knowledge of the functions language is used for.

Furthermore, a particular design for an instructional system may imply a particular set of roles for materials in support of the syllabus and the teachers and learners. For example, the role of instructional materials within a functional communicative methodology might be specified in the following terms:

- Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
- Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.

- Materials will involve different kinds of texts and different media, which learners can use to develop their competence through a variety of different activities and tasks.

By comparison, the role of instructional materials within an individualizedinstructional system might include the following specifications:

1. Materials will allow learners to progress at their own rates of learning.
2. Materials will allow for different styles of learning.
3. Materials will provide opportunities for independent study and use.
4. Materials will provide opportunities for self-evaluation and progress inlearning.

For instance, "games" are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. "Role plays" are also very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Besides that, many activities can be done with "picture strip stories". The activity is an example of using a "problem-solving task" as a communicative technique. "Problem-solving tasks" work well in CLT because they usually include the three features of communication. What's more, they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning.

All things considered, the standards define communication by means of the three communicative modes that emphasize the context and purpose of the communication and thus depict the four skills as working in an integrated fashion. In other words, learning to communicate by communicating, rather than by preparing to do so through practicing the various pieces of language, is a different way to approach the goal of developing students' communicative competence.It is essential to mention that the greatest contribution of CLT is asking teachers to look closely at what is involved in communication. If teachers intend students to use the target language, then they must truly understand all that being communicatively component entails. In this way, a teacher should be sensitive to learners' needs, aims and learning experiences and make an individual approach. As you know the goal of most methods we have is for students to learn to communicate in the target language. One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study a foreign language since they feel they are learning to do something useful with the language. It goes without saying that communicate approach is the most efficient to prepare the learners for real life conversations in the target language so that they feel confident about their both spoken and written communication skills.

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РОЛЬ ДИСТАНЦИОННОГО ОБУЧЕНИЯ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация. Статья посвящена актуальной проблеме современного образования – дистанционному обучению во. Показано, что эффективность дистанционного обучения определяется использованием педагогических технологий, которые лежат в основе проектирования и реализации дистанционных курсов. Сделан вывод о том, что дистанционное обучение может рассматриваться как самостоятельная форма обучения, потому что обладает существенными отличиями, которые не могут быть реализованы в традиционной форме.

Ключевые слова: дистанционное обучение, форма, технология, средство, преподаватель, студент, интернет.

Abstract. The article is devoted to the actual problem of modern education-distance learning during self-isolation. It is shown that the effectiveness of distance learning is determined by the use of pedagogical technologies that underlie the design and implementation of distance courses. It is concluded that distance learning can be considered as an independent form of education, because it has significant differences that can not be implemented in the traditional form.

Keywords: distance learning, form, technology, tool, teacher, student, Internet.

Аннотация. Мақола масофавий таълимнинг долзарб муаммосига бағишланган. Масофавий таълим самарадорлиги лойиҳалаш ва амалга оширишга асос бўлувчи педагогик технологиялардан фойдаланиш билан белгиланганлиги кўрсатилган. Бундан шундай хулоса келиб чиқадики, масофавий таълим таълимнинг мустақил шакли сифатида қаралиши мумкин, чунки у анъанавий шаклда амалга ошириб бўлмайдиган муҳим фарқларга эга.

Калит сўзлар: масофавий таълим, шакл, технология, восита, ўқитувчи, талаба, Internet.

До недавнего времени такие понятия, как дистанционное обучение или открытое обучение и др., практически не разделялись. Но в настоящее время дистанционное обучение (ДО) доказало свою значимость и востребованность особенно во время самоизоляции.

В настоящее время исследователями и практиками дистанционного обучения даны следующие его основные определения:

• ДО – «это синтетическая, интегральная гуманистическая форма обучения, базирующаяся на использовании широкого спектра традиционных и новых информационных технологий, и их технических средств, которые применяются для доставки учебного материала, его самостоятельного изучения, диалогового обмена между преподавателем и обучающимся, причем процесс обучения в общем случае некритичен к их расположению в пространстве и во времени, а также к конкретному образовательному учреждению» [3, с. 792].

• ДО – «форма обучения, при которой взаимодействие преподавателя и учащихся между собой осуществляется на расстоянии и отражает все присущие учебному процессу компоненты (цели, содержание, методы, организационные формы, средства обучения), реализуемые специфичными средствами интернет-технологий или другими средствами, предусматривающими интерактивность».

• ДО – «технология обучения на расстоянии, при которой преподаватель и обучаемые физически находятся в различных местах, при котором субъекты обучения (ученики, педагоги, тьюторы и др.), имея пространственную или временную удаленность, осуществляют общий учебный процесс, направленный на создание ими внешних образовательных продуктов и соответствующих внутренних изменений (приращений) субъектов образования» [2, с. 17].

Таким образом дистанционное обучение предполагает тщательное и детальное планирование деятельности обучаемого, ее организации, четкую постановку задач и целей обучения, доставку необходимых учебных материалов, которые должны обеспечивать интерактивность между обучаемым и преподавателем, обратную связь между обучаемым и учебным материалом, предоставлять возможность группового обучения. Наличие эффективной обратной связи позволяет ученику получать информацию о правильности своего продвижения по пути от незнания к знанию. Мотивация – также важнейший элемент дистанционного обучения.

На данный момент, вовремя COVID-19, наиболее распространенными являются виды дистанционного обучения, основанные на интерактивном телевидении; компьютерных телекоммуникационных сетях (региональных, глобальных), с различными дидактическими возможностями в зависимости от используемых конфигураций (текстовых файлов, мультимедийных технологий, видеоконференций); сочетании технологий и сети Интернет.

Преимущество обучения заключается в его возможности непосредственного визуального контакта с аудиторией, находящейся на различных расстояниях от преподавателя параллельно с этим при таком обучении проводится практически обычное занятие, которое построено как по традиционной методике, так и с использованием современных педагогических технологии. Это может быть допустимо при анализе художественного текста или при изучении языка, или при демонстрации уникальных методик, лабораторных опытов, когда преподаватели, и учащиеся могут стать свидетелями и участниками использования новых знаний, методов в своей области, новых информационных технологий, принять участие в дискуссии. Данная форма дистанционного обучения интерактивна и может считаться перспективной в системе повышения квалификации и подготовки специалистов, а также организация обучения и стратегия взаимодействия обучающихся и преподавателя определяются педагогической технологией, лежащей в основе освоения дистанционного обучения. В настоящий момент – это чрезвычайно актуально для мировой образовательной системы.

Наибольшей эффективности при дистанционном обучении можно достичь при использовании смешанных методик дистанционного обучения. «Термин «смешанное дистанционное обучение» подразумевает, что программа обучения строится как из элементов синхронной, так и из элементов асинхронной методики обучения. Методика синхронного дистанционного обучения предусматривает общение учащегося и преподавателя в режиме реального времени – on-line общение. Методика асинхронного дистанционного обучения применяется, когда невозможно общение между преподавателем и учащимся в реальном времени – так называемое off-line общение [1, с.76].

Из вышеприведенных определений можно сделать вывод, что нет единого понимания сущности ДО. Однако связи с Пандемии COVID-19в вузах Узбекистана в настоящее время данный вид обучения практикуется, что дает возможность не прекращать учебный процесс. А также ДО может рассматриваться как самостоятельная форма обучения XXI века, а также как инновационный компонент очного и заочного обучения. Таким образом, студенты могут связаться с преподавателем через Интернет, пройти промежуточные и итоговые тесты, также проводятся лекции и семинары в режиме реального времени (через программу Zoomили Telegram). Сетевое обучение может быть организовано как автономно, так и на основе развертывания информационно-образовательных сред.И важно добавить, что эффективность дистанционного обучения зависит от организации и методического качества используемых материалов, а также мастерства педагогов, участвующих в этом процессе.

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THE CONCEPT OF CONTINUOUS ASSESSMENT IN CLIL

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Annotation: The article discusses the approaches to continuous assessment of student progress. While the traditional views on continuous assessment focus on attendance, participation, a presentation or a project work, there is a variety of assignments in CLIL that can help develop not only students' language skills but critical and transferrable skills as well. Several examples of continuous reading tasks are presented in the given article.
Keywords: CLIL, continuous assessment, epilogue, exit ticket, Literature, pinwheel discussion, reading.

Assessment and especially continuous assessment plays a major role in the student progress. Students need to feel safe about the tasks they are given and the assessment criteria [Indira, 2018]. However, using typical tasks demotivates students and may even lead to decrease in their performance.

According to Biggs assessment is the key to connect the learning process and the learning outcomes. This is called "alignment" [Biggs, 2003:27]. In CLIL methodology assessment is aligned not only with linguistic aims and objectives, but with content as well. Learning outcomes serve as a foundation to the selection of learning activities and designing suitable assessment tools [Dale, 2011:176].

Teaching language at universities includes continuous, midterm and final tasks. As a rule continuous assessment contains several tasks depending on the subject. Typical language tasks for a Reading course can be: reading an article or story and writing a review; doing a reading test; reading and discussing an article or a story. The Writing course as a rule focuses on a process-based writing and during the semester students need to submit a portfolio with the letters, essays and other types of writing. Listening&Speaking courses focus more on productive tasks such as debates and discussions, role plays or presentations. Content subjects usually include a written task- either a multiple-choice test or a written assignment.

One type of task that can be used in the class is so-called "exit ticket". By the end of the lesson students are asked to recall what they have learnt. Typically the "ticket" is a card with a question concerning the covered materials. Students need to answer the question in order to "exit" the class. However, there can be some drawbacks in this approach as if the class consists of more than 15 students it takes time to the teacher to create questions for each class as well as to listen to each student's answer. One way to avoid this is to give the tickets to random students. It must be noted that the questions should not be aimed at checking only the knowledge of the material covered during the lesson. The teacher can ask questions like: "What did you learn today?", "Tell one thing that was new for you today.", "What did you find out about yourself or your classmates today?", "What did you like/ dislike about the lesson?".

One more way is to ask students to rate the effectiveness of the lesson or their comprehension of the covered topic. The data, received from the students, allows the teacher to reflect on own teaching, see the gaps and work on them. The teacher may ask students to choose one of 3 colours [Thomas, 2019]:

Red- the lesson was not effective/student did not understand anything;

Yellow- the lesson was somehow effective/student understood a part;

Green- the lesson was effective/student understood everything.

These questions make students reflect on the lesson. It is especially important as many students complain that they "did not learn anything". Additionally, with the development of IT, it is possible to adapt this task to online classes. A simple example is the use of Padlet. The teacher creates a board with a question. Students write their answers, give feedback or have a discussion. The teacher's task is to create an appropriate question to promote different responses. Using this task on a regular basis makes students think about their own learning and notice the progress.

Moving to the other tasks that can be used during the classes, some examples of Reading or Literature continuous assessment assignments will be given below.

Continuous assessment:	**30%**
1 Attendance/Participation	10%
2 Task 1- Pinwheel discussion (in-class)	4%
3 Task 2- Comparison & Contrast (project work)	4%
4 Task 3- Epilogue (in-class)	4%
5 Task 4- Fanfic (project work)	4%
6 Task 5- Review (in-class)	4%
Midterm assessment	**20%**
Test	
Final assessment	**50%**
Test	
Total	**100%**

The table above shows the assessment profile for Year 1 Reading course. Continuous assessment contains 5 tasks each worth 4 points. Each task is given with the certain time frame- one task every 3 weeks. Ask the semester lasts 17 weeks, 2 of which go for midterm and final week, the other 15 weeks allow to divide the tasks equally during the semester. Students are given the due dates for the tasks and the consistency makes them feel the responsibility for own learning. The tasks are divided into "in-class" and "project works". The former are done during the lesson and do not require any preparation from the students, while project works are done in the period of 4-6 weeks and require more effort.

Let us take a closer look at some of the tasks.

1 Pinwheel discussion

Students work in 3 groups. They read articles on a certain topic. Students need to read them at home and make some notes. In class students work in 3 groups:

1- pro- should be ready with the ideas supporting the topic;

2- against- should be ready with the ideas opposing the topic;

3-provocateurs- should be ready with questions to other group members.

In class, groups discuss and compare their notes.

Students sit in front of each other, one representative from each group starts the discussion. Each student gives an idea about the writing, the provocateurs ask questions to keep the discussion. After some time, group members shift and other students speak. The teacher is a time keeper and facilitator. On the board, teacher may write some of the assessment criteria and put ticks during the discussion to promote more active participation. Put marks for groups, not individual members, to activate all team, not individuals.

This task develops students' collaboration as they need to compare their notes, exchange ideas, be ready with possible questions from the other teams. The good side of this task is equal participation of all group members. However, the teacher should be especially careful with the "provocateurs" as success of the activity largely depends on them.

3 **Epilogue**

1 Students work in 3 groups (possible 4, but the reading must be shorter).

2 Students are given the story that does not have the clear end to read. The story is cut into several parts (1 for each student).

3 Students do the jigsaw reading activity. Each group is given a poster, where they need to brainstorm the main events, characters of the story (notes, pictures etc.).

4 Students need to create the end of the story (write notes on the poster too).

5 Students may stick their posters with brainstorming and ending of the story on the wall, then students go around the room, look through the writings.

6 The final stage, students read their versions in class, compare and discuss ideas.

As reading is not a productive skill, the task product will focus either on speaking or writing. The two examples above focus on the speaking and writing respectively.

According to Baker tasks that do not only focus on linguistic product are more motivating for learners (especially those struggling with mastering the language) as they may still get high grades if they know the content well [Baker, 2006:170]. Using the right continuous assessment tasks not only allows the teacher to evaluate the students' progress accurately but also to motivate students to study and to make them aware of own learning.

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USING EFFECTIVE APPROACHES AND INTERACTIVE ACTIVITIES WHILE TEACHING FOREIGN LANGUAGE GRAMMAR

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Abstract: This article demonstrates effective approaches on teaching grammar with different activities. The following analysis of three different approaches to teach grammar presents analysis of different activities regarding the features of product, process and skill approaches.

Key words: grammatical approaches, interactive activities, product, process, skill, explicit, implicit, learner-centered classroom.

In the language teaching and learning process, grammar plays crucial role and it occupies central position. While teaching grammar, learners` attention is drawn to specific grammatical point with the help of effective approaches and methods in order to help learners to comprehend and use particular grammar point appropriately. Nevertheless using grammatical items accurately in a foreign language

may become troublesome for second language learners. ***Ellis(2006)*** *pointed out that deciding how to teach grammar or not to teach it is one of the debatable field of both pedagogy and SLA.*

Grammar as product.

While selecting activities for teaching grammar as product, primary emhasis should be given on the correct linguistic structure which is the form. Considering main purpose of focus on form, new forms of grammatical structure should be introduced in selected activities. Noticing features should be presented for learners and learners can easily notice which tense is suitable for the remaining sentence and what to do further in the activity as looking at the given sample of the first three sentences. *According to Ellis(1993*), *product sytstem of grammar teaching can provide adequate conditions for noticing of the learners*. Throughout the progress of learners noticing, all possible three options are introduced on account of providing more productive work for the learners. Adequate emphasis should be given on self-discovery of the learners because taking into account majority product exercises are traditional way of teaching grammar and there is a greater empasis on implicit instruction. Students should complete exercises with particular grammar structure in isolation implicitly which is far from student discovery. *As Jean&Simard(2011) stated that when grammar teaching is cenetered on accuracy of form and rule learning, mechanical exercises are used as away of grammar teaching.*

With regard to the particular benefits and drawbacks of product approach in relation to selected grammar activities, grammar activities should equally aim to provide some lingistic knowledge to the students and one of the benefits is that they teach students to focus on correct language as imitating model sentence.

As Batstone Rob (1994) stated that product teaching is very productive in terms of *assissting learners to structure their knowledge of particular language system*. Moreover, enough condition is provided for noticing in the second activity which is helpful in terms of produce correct language. Another good side of these tasks is that they take very little time for teachers to check learners grammatical input on a paricular grammar point in a very short time which gives opportunity to focus on other lesson stages. Both of these product based activities provided opportunities for learners to manipulate grammatical forms. However, they present certain drawbacks as well. Initially, provided tasks are decontextualized which the context and particular audience are totally neglected and second activity doesn`t provide noticing feature which causes learners to misunderstand the task or produce totally different structure. Next demerit of these activities is that they limit learners capacity to produce more language in terms of the grammar point. Students are restricted as giving a structure and they focus on only form rather than meaning.

From my perspective, in order to assist learners to understand the rule as well as use them in authentic environment, teaching grammar as product should be followed by noticing and with interactive feature. *As Schmidt(1994) mentioned* that noticing of grammar point plays crucial role at the initial stages of the grammar lesson. Students should be actively involved in using this rule explicitly and teachers should guide learners to their own discovery without giving information on the grammar point. *Schmidt(1990) claimed* that majority of the errors resulted from not knowing the rule of the target language or not paying enough attention to them.

Grammar as Process.

While teaching grammar as process, learners are given much opportunity in terms of using the language communicatively and correctly. First of all, they are facilitated to the learning process by consciousness raising which can be implemented by self-discovery. *As Ellis(2002) noted* that *consciouness raising tasks are useful in terms of developing an explicit understanding of how a grammatical structure works without learning grammatical terminology*. In terms of selecting a activities for process, learners should be provided to communicate effectively on the form of the language in situational context. In other words, they are instantly forced to use the language by giving questions. *Candlin(1987) mentioned that process based tasks develop learners` awareness of the process of the language* and it provides enough environment to reflect on their own language. With respect to the certain advantages of process approach in relation to grammar activities, firstly, it encourages learners

to be involved in purposeful language as facilitating their personal opinions about their acquired skills in their personal life and their own language use. *As Batstone Rob(1994)* mentioned, another benefit of *process activities is that they are more learner-centered* and much emphasis is given on learners` own self-expression and this approach regulates time pressure. However, there are certain drawbacks of this approach as well. Majority of language teachers consider process approach as time consuming unlike product approach because less time will be available to get learners` ideas on this task. Additionally, students should be given time for preparing to answer the questions in these activities. When it comes to teach grammar as process, the questions should be contextualized and topic should be familiar to the learners. Because, as *Batstone Rob.(1994)* clarified learners` familiarity with the topic impacts the quality of the language produced and on the other hand, it can solve time management problems related to process approach. Moreover, *as Ellis(1987) stated that planning time reduces pressure and provides efective control of their bringing gammar.*

Grammar as skill.

While teaching grammar as skill, both product and process approaches are combined which means that this approach intends to help students to form careful control of grammar as product and use them effectively as process and striking a balance between them. The main aim of the tasks, while teaching grammar as skill, is to pay more attention for meaning-focused tasks.

The activities wih this approach do not contain reflection stage which leads them to reflect on their grammar critically. Some teachers avoid using this stage while teaching grammar as skill because *as Batston Rob(1994) mentioned reflecting on their grammar may add to the pressure* and learners feel unmotivated.. As to for the attention to the grammar for other skills such as reading and listening tasks, they provide opportunities for learners to notice grammar in context rather than isolated. Contextualized tasks contain lexical clues as a means of signalling for students. The chosen activities provide both meaning and form characters that are considered a good side of skill approach. Furthermore, both of them provide samples of exercises as a way of exploiting noticing through reading. Teaching grammar without combining into reading or listening causes learners to stay discouraged. *According to Oxford(2001)integrating skills gives opportunityt to interact in a more natural form in the classroom*. In the second activity, signal words such as *for, since, recently, how long* and others are used *as lexical clues* in order to help lerners to notice present perfect and present perect progressive tense. With regard to the certain drawbacks of this approach in relation to grammar activities, they shuld have reflection stage and should be contextualized. Integration of grammar with tasks of other skills and present more noticing features in order to make the meaning more clear and help learners to produce effective language.

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USING MULTIMEDIA TECHNOLOGIES IN HIGHER EDUCATION

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Abstrakt: At the methodological level, the specific goals of training programs within the framework of the "competence-based approach" are determined depending on the acquired competencies of future graduates. Such a statement of the problem absolutely corresponds to the structure of multidisciplinary education, or, since there is a practice of English designation, to the Liberal Arts system.

Key Words: pedagogical level, methodological level, Projects Method, Case Study Technology, Technology "Debate.

One of the leading trends in the informatization of society is the development of multimedia technologies, their penetration into various spheres of social life: production, business, science, education, mass consumer culture. Providing a wealth of content and form, a combination of different types of text, graphics, speech, music, video, photo information and a variety of ways to extract them, these technologies form a multimedia perception of the world

The use of multimedia technologies opens up new opportunities in the organization of the educational process, as well as the development of creative abilities of students. For the effective implementation of active learning methods requires a large and serious work to equip a sufficient number of computers, as well as in the preparation of methodological and information base in the organization of the educational process. This will ensure the implementation of methods of active training in improving the quality of training, taking into account the increased requirements in the market.

Currently, multimedia technology is one of the most rapidly developing areas of new information technologies in the educational process.

The first task is to create such models of knowledge representation, in which it would be possible to represent by monotonous means both objects characteristic of logical thinking and images-pictures, with which figurative thinking operates. The second task is to visualize the human knowledge for which it is not yet possible

choose text descriptions. The third is the search for ways to move from the observed images-pictures to the formulation of a hypothesis about the mechanisms and processes that are hidden behind the dynamics of the observed pictures.

Thus, the obvious advantages of using multimedia technologies (operational use of information, connection of audio and visual material, etc.) in the organization of the educational process are not in doubt. The use of such technologies has substantially increased the educational information that makes it more clear to read and easy to digest.

The joint efforts of education workers, scientists, programmers, manufacturers of multimedia teaching AIDS and teachers-practitioners create a new information educational environment in which the integration of educational and information approaches to the content of education, methods and technologies of training becomes decisive.

Multimedia technologies are one of the most promising and popular areas of computer science. They aim to create a product containing " collections of images, texts and data accompanied by sound, video, animation and other visual effects (Simulation), including an interactive interface and other control mechanisms." This definition was formulated in 1988 by the largest European Commission dealing with the introduction and use of new technologies.

The ideological prerequisite for the emergence of multimedia technology is considered the concept of memory organization "MEMEX", proposed in 1945 by the American scientist van Niver Bush. It provided for the search for information in accordance with its semantic content, and not on formal grounds (in order of numbers, indexes or alphabetically, etc.) This idea found its expression and computer implementation first in the form of a system of hypertext (a system working with combinations of text materials), and then hypermedia (a system working with a combination of graphics, sound, video and animation), and finally, in multimedia, combining both these systems.

However, the surge of interest in the late 80-ies to the use of multimedia technology in the Humanities is associated, of course, with the name of the outstanding American computer scientist-businessman bill gates, who owns the idea of creating and successfully implementing in practice a multimedia (commercial) product based on the service Museum inventory database using all possible "environments": images, sound, animation, hypertext system ("National Art Gallery. London").

The modern education system is increasingly using information technology and computer telecommunications, which is facilitated by a number of factors, and, above all, - equipping educational institutions with powerful computers and the development of the Internet community.

The scope of application of computers in teaching and research is vast. It is possible to allocate the following priority questions of integration of computer technologies in educational process:

– psychological and pedagogical cycle,

– systematization of educational computer tools;

– consideration of the role of the global INTERNET in learning.

Each teacher has his own style of work. Someone used to work at the blackboard, someone prefers to explain the material, sitting at his Desk or standing at the podium, someone easier and more accustomed to move freely around the audience.

But, be that as it may, many teachers are faced with the need to demonstrate visual materials. Lecture and seminar form of education should be combined with modern innovative solutions.

Studying foreign experience, it is possible to allocate the following important aspect: the teacher acts not as the distributor of information (as it is traditionally accepted), and as the consultant, the adviser, sometimes even the colleague of the trained. This gives some positive aspects: students are actively involved in the learning process, learn to think independently, to put forward their points of view, to simulate real situations.

The use of multimedia technologies allows the teacher to manage the demonstration of visual material much more effectively, organize group work and create their own innovative developments, while not breaking the usual rhythm and style of work.

Training multimedia capabilities

The word "multimedia" has become popular since the 90s of the 20th century.

Multimedia - (eng.) multi-component environment that allows the use of text, graphics, video and animation.

"Multimedia" means the ability to work with information in a variety of ways, not just digitally, as with conventional computers. Multimedia computers allow you to play sound (music, speech, etc.), as well as video information (videos, animated films, etc.). Video effects can be represented by showing removable computer slides, cartoons, video clips, moving images and texts, changing the color and scale of the image, its flickering and gradual disappearance, etc.

Multimedia programs use certain way of transmitting information:

1. Interaction of various information blocks (text, graphics, video clips) by means of hyperlinks. Hyperlinks are presented in the form of specially designed text, or in the form of a specific graphic image. Several hyperlinks can be placed on the screen at the same time, and each of them determines its route.

2. Interactivity, that is, the user's dialog mode of work with the source, in which he can independently choose the information he is interested in, the speed and sequence of its transmission.

The multimedia computer for training includes additional equipment: CD-ROM drive, head

phones, sound speakers. Classroom demonstrations require a special projector and screen.

The use of multimedia programs in the classroom places high demands on the computer: memory capacity, sound reproduction equipment, high-speed drive mode for CD-ROM or DVD-ROM.

The increased productivity of computers has made possible the widespread use of multimedia technologies in education.

A wide range of images, the active inclusion of creative thinking in the educational process help the student to perceive the proposed material holistically. The teacher has the opportunity to combine the presentation of theoretical information with the demonstration material.

Multimedia technologies provide a representation of information in which a person perceives it with several senses in parallel, rather than sequentially, as is done with conventional training. With the combined impact on the student through vision and hearing and involving him in active actions, the share of assimilation of educational material can be 75 %.

Educational multimedia programs are used for frontal, group and individual training in the classroom, as well as for independent work at home. They offer the user a lot of options for individual customization: the student, mastering the learning material, he sets the speed of learning, the amount of material and the degree of its difficulty.

Just as hermeneutical competence is necessary to understand written texts, deciphering hypermedia learning systems requires the ability to understand graphics, animations, and pictures. Quite often, it can be observed that the economical, but targeted use of various medial forms of presentation has greater consequences than the colorful pile of various media presentations of educational material.

In addition, there is a close relationship between thematic interest and knowledge acquisition. A well-organized educational work using the media can be unsuccessful if students show little interest in the proposed topics. The use of media most often brings with it some novelty effect, which can lead to a motivated and interesting presentation (consideration) of the material, but this interest decreases again after a certain time.

The differences between inexperienced users and so-called experts are also important. As modern children and adolescents grow up in a world of strong media influence, the forms of mastering new media technologies should look different than in the case of adults.

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METHODOLOGY OF DEVELOPMENT OF DIDACTIC EDUCATION WITH THE USE OF MULTIMEDIA TECHNOLOGIES

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Abstrakt: In this article we will try to consider some methodological principles and features of teaching a foreign language in a technical university, based on the criteria for the development of professional competence.

The emergence of the concept of competency-based approach - the “competence-based approach” in European higher education entailed a reassessment of the teaching methodology, including teaching a foreign language. The main goals and objectives of the new methodological approach in education were determined by the Commission “Pan-European Format of Foreign Language Proficiency: Training, Teaching, Level Assessment”

Key Words: pedagogical level, methodological level, Projects Method, Case Study Technology, Technology “Debate.

In the preparation of educational multimedia presentations it is necessary to consider, on the one hand, General didactic principles of the educational courses, requirements, dictated by the psychological features of perception of information from the screen and on a printed basis (because any text can be displayed with printer on paper), ergonomic requirements, and to maximize the opportunities that provide us with software tools telecommunications networks and modern information technologies. Naturally, it is necessary to start from didactic and cognitive goals and objectives, because the means of information technology are the means of implementing didactic tasks.

In other words, the effectiveness of multimedia presentations depends on the quality of the materials used(training courses) and the skills of teachers involved in this process. Therefore, pedagogical, informative organization of multimedia presentations (both at the design stage of the presentation and in the process of its use) is a priority. Hence the importance of conceptual pedagogical provisions, which are supposed to build a modern lesson using multimedia presentations. When creating multimedia presentations, consider the following requirements:

Motivation. Motivation is an essential component of learning that must be maintained throughout the lesson process. Of great importance is a clearly defined goal that is set for students. Motivation quickly decreases if the level of tasks does not correspond to the level of training of the student.

Setting a learning goal. The student from the beginning of work at the computer should know what is required of him. Learning objectives should be clearly stated during the lesson.

Creating prerequisites for the perception of educational material. To create prerequisites for the perception of educational material can be useful auxiliary materials (guidance for the student), included in the textbook or prepared by the teacher.

Submission of educational material. The strategy of presenting the material is determined depending on the educational tasks to be solved. An important problem is the design of the frames supplied to the display screen. It is necessary to use well-known principles of readability.

Assessment. While working with the computer, students should know how they cope with the educational material. The most important is the organization of communication “student-teacher-student”. For these purposes, it is recommended to organize the work of students in projects or “learning in cooperation” discussions.

When creating a multimedia presentation, it is necessary to take into account not only the relevant principles of classical didactics, but also the specific principles of using computer multimedia presentations.

The study of the classics showed that teachers - developers of multimedia presentations will be useful. They remain extremely relevant in our time with the most modern educational technologies. Here are some of them:

– allocate each material at a certain step and a small finished parts;

– specify at each stage of the individual parts of the subsequent material and, without allowing significant breaks, bring from it some data to excite the curiosity of the student, not satisfying it, however, in full;

– distribute and arrange the material in such a way that, wherever possible, the next step in the study of the new again repeated the previous.

It is necessary that the material you captured. The use of well-known authoritative sources, brands and concepts could make people treat it with great interest. The use of a variety of graphics, animation and simulation should enhance the attractiveness of interactive courses

The use of multimedia technologies for the creation of electronic materials dictates its own laws and imposes certain requirements on the approaches and methods of development.

Multimedia educational presentations are designed to help the teacher and allow you to conveniently and clearly present the material. Applying even the simplest graphical tools is extremely effective.

Masterfully made presentation can attract the attention of students and awaken interest in learning. However, you should not get carried away and abuse the external side of the presentation associated with special effects. If you overdo it, you will reduce the effectiveness of the presentation as a whole. It is necessary to find such a balance between the material and the accompanying effects that your students literally " sat on the edge of the chair." This rule is true for all multimedia presentations in General, but especially for training presentations.

The following principles should be followed when creating a scenario diagram and drafting text accompaniment to a multimedia presentation:

• The presentation should be concise, accessible and compositionally complete. The duration of the presentation with the script should be no more than 20-30 minutes. For the demonstration, you need to prepare about 20–25 slides (one slide takes about 1 minute, plus time to answer questions from the audience).

• Several key points should be highlighted in the presentation and revisited from time to time during the demonstration to highlight the issue from different angles. This ensures proper perception of the information by your listeners. Don't be afraid to repeat your thought if you want it to be understood.

The following outline will be useful when you are working on your own presentation.

• Before you start working on your presentation, you should have a full understanding of what you are going to talk about.

• There should be nothing superfluous in the presentation. Each slide should be a necessary part of the narrative and work on the overall idea of the presentation. Unsuccessful slides must be merged with others, moved or deleted altogether.

• Use ready-made templates when choosing character style and background color. Don't be afraid to be creative. Experiment when placing graphics and creating special effects.

• Do not overload slides with unnecessary details. Sometimes it is better to present several simple slides instead of one complex one. You should not try to "cram" too much information into one slide.

• Additional effects should not become an end in itself. They should be kept to a minimum and used only to draw the viewer's attention to the key points of the demonstration. Sound and visual effects should never come to the fore and obscure useful information.

A multimedia presentation should have the following qualities:

• User-friendly navigation system that allows you to easily navigate the presentation

• Use of multimedia capabilities of modern computers and the Internet (graphic inserts, animation, sound, if necessary, etc.).

• Breakdown of the lesson into small logically closed blocks (slides).

• Each slide in your presentation should have a title.

• References to literature, digital libraries and sources of information on the Internet.

• Accessibility-fast loading, without complicating the effects.

When you create a multimedia presentation, you must:

• conduct a breakdown of the lesson into small semantic parts-modules. Each slide should have a title;

• selection of the appropriate form of expression for each module and presentation of the section title, texts, figures, tables, graphs, sound and video, etc. (according to the content);

• modeling of cognitive activity of students in the study section and the use of the results in its preparation (determined by the main sequence of transition between slides);

• design of ways to consolidate knowledge and skills and implementation of feedback (selection of tasks, control questions, tasks for modeling, development of methods of analysis of answers, replicas of typical wrong answers, preparation of tips (help));

• preparation of texts, development of drawings, tables, diagrams, drawings, video, according to the requirements of ergonomics; arrangement of modules of each section of the lesson from an ergonomic point of view.

Each module to the maximum includes:

• Text mental attitude

• Objectives of the module

• Training issues

• Training material

• Set of key issues related to the module

• The best work of students of past groups

• New works of students

• Questions for self-examination and reflection(preferably with answers, comments and recommendations)

• Structural and logical scheme of the module

• References to the module and links to Internet sites on the subject of the module. When creating multimedia presentations, it is necessary to take into account the peculiarities of perception of information from the computer screen.

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USING VOCABULARY ENHANCING GAMES IN ENGLISH CLASS

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Abstract. The aim of the study was to discuss the importance of games aimed at increasing the vocabulary of young language learners.Because of the importance of new words for young learners, the effectiveness of the games used in the process of teaching them is highlighted by the following types of games (Guessing Game, Hide Guessing, Lucky Turn Plate for Learning Colors, Word Puzzle, "Relay Race" for the Vocabulary, Role Playing).

Key terms: Quiz, method, contextualization, visualization, diversification, personalization, vocabulary, Guessing Game, Hide Guessing, Lucky Turn Plate, Word Puzzle, Relay Race, Role Playing, grouping, dialogue.

As already stated, "enjoying playing games" is the natural character of children. If pupils have already mastered the basic meaning of the vocabulary in the text books, they can try to revise these words through some different kinds of games in order to make a boring revision lesson more exciting. Students may feel it is relaxing to learn English words by taking part in different kinds of games in class. Raising students' interest can make vocabulary teaching more effective. Games can be designed in accordance with the different ages and aptitudes of pupils. For the young learners, games can more clearly be designed to address cooperative learning methods(Blachowicz, Fisher, Watts-taffe &Ogle,2006).

- Guessing Game

Teachers can hold a "guessing game" (e.g., students can put manydifferent kinds of toys on a desk or table. One of the students is required to come to the blackboard without looking at the word representing one of the objects that the teacher writes on the board behind them. All the other students will try to do some pantomiming or gesturing as clues for the student whose back is to the board. The student at the blackboard is trying to guess what the word is. If the word is guessed correctly, all the students in the class are required to spell aloud the word.) This direct and visual teaching method will create an involved and interested class.

- Hide Guessing

Recognizing the general curiosity of children, a teacher recognizes that primary students are interested in things that they do not know but have a chance to guess. The teacher can hide something behind his or her back, asking all the students to guess what it is. Pupils can be asked to use all the vocabulary words they have learned to guess what the target of word is. Then the correct spelling would need to be recited by the correct guesser. This activity works well with younger learners with whom very concrete vocabulary is generally used. If the word is a verb or a more abstract concept, the teacher might have to do a pantomime for students to guess. This activity could be used with older students in small groups where they would create the gestures or pantomime necessary to offer clues to other class members when it is their turn to perform before the class.A teacher can give some clues telling the student what the basic category of the vocabulary word is. Also, a teacher can read some of the words, silently mouthing the vocabulary. Students can then try to guess what the word is, based on the shape of the teacher's mouth and this can also be done to reinforce spelling.

- Word Puzzle

The teacher can also design a "Word Puzzle," which is also called a "Word Cross", asking the students to cooperate in groups to find and circle the words that the puzzle contains. This game is appropriate for pupils who study at the school. This game might work better with pairs than a group so that both students have easy access to the puzzle. The teacher might also place several versions of the word in the puzzle, with only one of them being the correct spelling. The students must circle only the

word with the correct spelling. A group of students might cooperatively create their own puzzle, using vocabulary from a story they had read. Each group's puzzle can then be exchanged with another group for that group to solve. Good problem-solving activities of the puzzle type include some or all of the features for effective second -language learning activities, that is, contextualization (such as using words from a story the class had shared), visualization (such as being able to isolate visually the letters constituting an appropriate vocabulary word), diversification, and personalization (Nuessel, F.1994).

- Lucky Turn Plate for Learning Colors

When we are learning vocabulary words representing colors, we can design a "lucky turn plate" with different colors on it. Before the teacher spins the turn plate, he or she can begin to ask each team, "What color will it be? Can you guess?". The teams begin to raise their hands. One team guesses "red," another team guesses "green," another "blue," and so on. When the teacher is spinning the "lucky turn plate," the team which guesses correctly will be given a point.

Based on the teaching method of elicitation, children aged 6-8 are always very sensitive to colors, and they are very interested in learning the different words for colors. If they are required to anticipate what the color might be, they will be given the chance to express the vocabulary words of colors as frequently as possible in order to review these words in an active way. Again, this activity is geared toward the very young, beginning learner. To increase the complexity a little and to put the color word in a linguistic environment, the group might be asked to name an object that is the color of the correctly "guessed" word. For example, a group might have to tell the teacher, in English, that "apples are red", or the "Roses are red, " or "Ahmad's dress is red".

- "Relay Race" for the Vocabulary

Many teachers are afraid of teaching contents that are too difficult for primary school students. However, when the students are interviewed, they often reflect that the work was too easy for them(Gersten, R. 1996). So teachers must try to adjust and create varied activities in order to make the teaching task be more challenging on a day-to-day basis. In other words, a single game or activity often loses its interest for students after playing it once or twice. It is the teacher who must continually modify and adjust such games to maintain student interest and involvement. An example of this might be a teacher's designing a teaching game or "Relay Race" to make pupils cooperate in groups by applying vocabulary words based on the words given to them by the previous group. Students are divided into groups A and B group. Each group is required to write down a word on the blackboard. The next student should write down another word which begins with the last letter of the previous word. And the words in each group should not be repeated. And finally, the group which can write down the most words with the least mistakes in the limited time will be the winner.

- Role Playing

Teaching vocabulary can also be based on dialogues.Teachers can introduce some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students so that students can understand a further meaning and usage of the words (Blachowicz, Fisher, Watts-taffe &Ogle,2006). By the method to introduce the new lesson with a dialogue not only helps the students to revisit some learned vocabulary words, but also to act as a guiding role for the new topic in the class. Students can remember words listed in a dialogue more firmly.

To sum up, teaching and reinforcing new words to young learners through a variety of fun games justifies their goal, as well as increasing students 'interest in language learning. Generally, Gamesincrease the effectiveness of the English Class.

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USING THE CEFR AND ITS IMPACT ON TEACHING AND TESTING

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Annotation:The article explores the impact of the Common European Framework of Reference on teaching and testing English in countries of Central and Eastern Europe (referred to economically as Countries with Economies in Transition, or historically, the former socialist countries). It does so by reporting on the abrupt changes in language teaching, resulting in the necessity of schoolleaving examination reform in most of them. The introduction of the CEFR fostered a genuine interest of language professionals to relate the curricula and syllabi to the common referential levels for setting objectives. The article considers the school-leaving examination reform in Uzbekistan by reporting on part of a research projecton the first attempts of relating the national examination in English to the CEFR

Keywords: Common European Framework of Reference, Manual, impact on the national curriculum and school-leaving examination reform

The Common European Framework of Reference: learning, assessment and teaching introduced a unified model of language acquisition.The CEFR has played an important role in changes that have existed since its occurrence in many countries.

There are many reasons why educational institutions in these countries have come to decision to adopt the CEFR approach to education in language learning. Its aim is to promote clearness and consistency in the learning and teaching of modern languages in different countries. The traditional method was substituted by communicative language activities, that is to say, f our skills such as listening, reading, speaking and writing. CEFR began to have an impact on language teaching some more than 10 years ago.The CEFR has had a far more current influence on language testing than on any other form of language teaching or learning, regardless of being great support system for those who are concerned in teaching, learning and assessing English as a language.

Fundamentals for teaching and learning the CEFR has become very significant in the developing of linguistic culture and the model of curricula and syllabuses. In practice, the CEFR can present a straightforward tool for strengthen teaching and learning, but many teachers and other people who deal with translation of documents of proper scope and quality or with other words language professionals find the document difficult to use without further guidance. This section consists of two levels at which language professionals may need to interact with the CEFR and teaching. The first section is being able to use the CEFR in designing curricula and syllabuses. And secondly, implementing the CEFR in the classroom: teaching and lesson planning.

To understand the key messages of the CEFR following principles help to focus on its sections

1. Adjust the CEFR to fit the chosen context.
2. concern on the outcomes of learning.

3. Concern on purposeful communication.

4. Concern on the expansion of good language learning skills.

The CEFR attracted not only the language teachers in Europe but also the around the world. Moreover, institutions due to the fact that CEFR is based on communicative approaches to teaching, which include co-operation in learning, and the development of reflexive and autonomous learning habits it focuses on active teachers involvement. It also developed methods of modern teaching of language concentrating more on the language learner autonomy and user both as an individual and as a social agent than teacher autonomy. This in turn made contribution to the idea of greater mobility, more intensive personal interaction and a deeper raise awareness. Competence-based teaching, learning and assessment, as well as the same assessment scales for these three areas became popular with the language teachers, and later were officially acceped by the ministries of education in many countries. Furthermore, teaching, assessing language competence can be considered the fundamental change. Language teachers from around the world used grammar translation method to test only grammar and vocabulary, using translation of mother tongue sentences with particular grammatical structures into a target language. Currently competence-based teaching has resulted in the national tests that are comprised mostly of five parts: reading comprehension, listening comprehension, grammar in use, writing and speaking. The parts of the national tests are dependent on the purpose and each country's requirements. Moreover, they must meet the standards of the international language tests. The changes in primary and secondary education has become a leader for universities which have had to change their major language curricula to prepare language teachers to teach languages how they are used and to accept action-based approach, not knowledge-based.

So far the CEFR has notably influenced teaching and testing in most ESP teachers and many national pedagogical documents are claimed to be associated with it. It has determined material writing such as the syllabus or curricula design or test development. As one of the most important educational documents of the Council of Europe, the CEFR is mentioned in pre-service or in-service teacher training at universities. Its importance is evident in a number of projects implemented within the British Council. The system is based on regularly testing their competences at each level. The procedure is not very easy and needs a lot of effort and a serious approach to validate the claim. Many tests in examinations, schoolbooks and teacher trainings .are designed pretending to be based on the levels without any evidence

In general, the CEFR implies to have a major impact on language education. It is used – often as the particular neutral reference – in all educational parts. Its value as a reference tool to equalize the objectives of education at all levels is widely acknowledged.Researches indicate that the Framework is well known by the institutions in question and quite well accepted by the majority of teachers. In some countries the CEFR has supported to develop both strategic language policy documents and practical teaching materials. In others, it is becoming the most proved reference for curriculum planning. Some researches maintain that the CEFR has made the communicative approach to language teaching more action-oriented. On the other side, some researchers' consider the CEFR's impact as quite modest so far. They indicate that it has not yet played an important role for the teaching profession at the school level, although it has undeniably contributed to more clearness and coherence in general. These researches find that the full potential of the CEFR has not yet been realized, partly due to the fact that it is still not very reader-friendly and a much more effort is needed to resolve it to users. Moreover, they underline the need for general clarification: such as comments on theoretical concepts, examples and good illustrations, sets of tasks for use in specific contexts, a bilingual terminology glossary for each country, as well as the need to familiarize more teachers with the document by organizing national and international events, exchanging good practice, etc.

Perhaps the most important advantage of using the CEFR as a teacher is that it gives you a much clearer depiction of what learners at a specific level are capable of. Through the teaching experience, anyone will already have a general idea of how Basic learners differ from Independent or Proficient ones – that is, beginners as opposed to intermediate or advanced students. However, it is not so easy

to distinguish all the differences between an A2 learner and B1 learner, and to fully have an idea what is involved in getting the students from one CEFR level to the next.

To sum up, adopting CEFR while promoting English learning will inspire that the English learners can assess their skills on the immediate basis and can furthergo on studying to reach the heights to perfection.To improve testing English, it would be useful to conduct surveys of relevant, CEFR-based tasks and items forassessing listening, reading, spoken production and interaction, and written production and interaction that would beavailable for those that would like to link their national examinations and tests to the CEFR. Collaboration between national test developers or providers, and teachers of English should be more intensive to enable them to share the results achieved in local contexts and learn from each other. Examples of good practice can serve those who intend todemonstrate the validity of their claims.

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COMBINED AND COMMUNICATIVE APPROACHES IN TEACHING ENGLISH

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Annotatsiya. Ushbu maqolada ingliz tilini o'qitishda ikki pedagogik: kommunikativ va an'anaviy usullardan foydalanishning va afzalliklari va kamchiliklari muhokama etiladi.

Kalit so'zlar: kommunikativ yondashuv, integral yondashuv, an'anaviy yondashuv, grammatikani o'qitish.

Аннотация. В статье представлен краткий исторический обзор двух педагогических методов, а также преимуществ и недостатков использования коммуникативных и традиционных методов в обучении английскому языку.

Ключевые слова: коммуникативный подход, комплексный подход, традиционный подход, обучение грамматике.

Abstract. This article presents a brief historical overview of two pedagogical methods and advantages and disadvantages of using communicative and traditional methods in teaching English.

Key words: communicative approach, integrated approach, traditional approach, grammar teaching

Throughout the history, language educators have adopted various teaching methods and approaches such as grammatical method, audio-lingual method, direct method and many others. However, the traditional method of language teaching (sometimes called the grammar-translation method) and the communicative approach have been used most widely for a long time. Since learning a second or foreign language is different from learning a first or native language, educators and linguists are constantly looking for new methods and approaches that will lead to more successful learning outcomes. The main goal is to meet the needs of students and provide them with comprehensive assistance in learning a second or foreign language. In order to improve the quality of language teaching, the American linguist Edward Anthony defines three important concepts - approach, method and technique, the relationship of which is hierarchical. Approach, method and technique are the most used terms in any curriculum of an educational institution. Anthony defines each term as follows: An approach is a set of correlative assumptions that deal with the nature of the language of teaching and learning, describing the nature of the discipline being taught. A method is a general outline of systematically presented linguistic material in which all parts are consistent and based on specific approaches. One approach includes several methods. Admission is exactly what takes place during the conduct of language classes, namely specific techniques, strategies or plans to achieve the set goals. Besides E. Anthony, M. Selse-Murcia and Nigel P. Brown suggested that among the three concepts mentioned above, the method is the most fundamental in the process of teaching English as a second or as a foreign language and is a series of "arranged in a systematic presentations "used by teachers in conducting classes in order to motivate them to further learn the language.

There are various methods of teaching languages such as teacher-oriented, memorization, memorization of rules and vocabulary, passive learners - all this is a description of the traditional approach to teaching a foreign language, which focuses on the rules and structure of the target language. One of the unique features of the traditional approach is the teacher's explanation of grammatical phenomena, so to speak, "in person." This approach assumes that students adapt to the lesson plan and the material taught in accordance with the requirements of the lesson. On the other hand, the traditional approach has disadvantages. Being teacher oriented, it leaves little room for student creativity. During the learning process, students are passively involved. The educator carefully explains a certain grammatical phenomenon and really does not leave students a chance to think. It should be said that both types of interaction, such as teacher-student and student-student, are minimal and this fact leads to the fact that the classes are boring and uninteresting. According to Larsen Freeman and Anderson, the main characteristics of the traditional method of teaching a language are translation from a foreign language into the mother tongue, deductive learning of grammar, memorization of foreign words, teacher-oriented lesson, little teacher-student and student-student interaction, paying attention to vocabulary and grammar, rather than semantic content, immediate elimination of errors. Due to the existing shortcomings in the traditional approach to teaching languages, the communicative method was presented. Linguists have tried to create an approach that would help students use language for the purpose of communication, since using the traditional method does not achieve this goal. Consequently, the concept of isolated learning has been supplanted by the concept of learning in context and has become more socially successful. In contrast to the traditional approach to language teaching, the terms that better describe the communicative approach are student-centered, active listener, group work, and context. During the communicative teaching process, the teacher is considered more of a mediator. Students work on assignments in small groups. Thanks to this, students have the opportunity to interact more and use language for communication. In addition, the communicative approach prepares students for the use of the target language in real life situations. However, less time is devoted to the form and structure of the language. Teachers focus more on meaning and shy away from correcting mistakes.

According to Larsen-Freeman, Anderson and Wei, the main characteristics of the communicative approach of language teaching are the communicative goal (focus) of almost all types of activity, the use communicative activities (games, role-playing games), communication as a goal, the use

of authentic materials, group work, interaction students, target language used for explanation and teaching, patience with erroneous structures, teacher as coordinator, fluency over precision. Using a communicative approach, teaching English as a second language is believed to have become a more "practical and useful tool for communication, interaction, discovery and creativity" and has 5 main goals:

- Teaching communicative competence.
- Using the language for various purposes and functions.
- Change and modification of the language in formal and informal communication.
- Reproduction and understanding of a wide range of texts such as interviews, lectures and narration.
- Using various communication strategies to maintain communication.

It is worth highlighting that finding a methodology that is right for your students is important in the learning process, especially when teaching English as a foreign language. In fact, in order to improve the quality of teaching and obtain better results, it is recommended to implement an integrated approach that combines traditional and communicative approaches in the process of teaching English as a second / foreign language.

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АСПЕКТЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В СОВРЕМЕННЫХ УСЛОВИЯХ

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Аннотация. В статье рассматриваются особенности проведения занятий в дистанционном формате в связи с ситуацией самоизоляции, вызванной распространением коронавирусной инфекции в мире. Переход на данный формат обучения явился оптимальной формой эффективного взаимодействия со студентами, позволяющей сохранить темп освоения программного материала, избежать возможного прерывания учебной деятельности в целом. В статье отмечены проблемы осуществления обучения в дистанционном формате, вызванные ситуацией экстремального перехода на данный вид взаимодействия, и пути их решения. Сложности перехода затронули в той или иной степени подготовленность учебно-методической базы университета к реализации данной деятельности, а также трудности психолого-педагогического характера. Использование электронной документарной базы университета, банков тестовых заданий, созданных в автоматизированной системе, способствует успешной организации учебного процесса. В статье отмечается важность самостоятельной работы и самоконтроля студента в условиях работы в дистанционном формате. В связи с отсутствием очного взаимодействия со студента-

ми отмечается необходимость более тщательной организации учебной деятельности преподавателем с целью предотвращения пробелов в освоении программы обучаемыми.

Ключевые слова: дистанционное обучение, электронное обучение, интерактивность, коммуникативное взаимодействие, самостоятельная работа.

ASPECTS OF DISTANCE LEARNING IN MODERN CONDITIONS.

Some features of conducting classes in a remote format in connection with the situation of self-isolation caused by the spread of coronavirus infection in the world are considered in the article. The transition to this training format is the optimal form of effective interaction with students, which allows maintaining the pace of learning educational program material, to avoid possible interruption of educational activities in general. The problems of distance learning, which were caused by the situation of extreme transition to this type of interaction, and ways to solve them are marked in the article. The difficulties of transition affect to some extent the readiness of the educational and methodological base of the university to implement this activity, as well as difficulties of a psychological and pedagogical nature. Considering the interpretation of the term “interactivity”, the author emphasizes the ambiguity of its understanding caused by the definition of the method and means of teaching. The use of the electronic document base of the university, banks of test tasks created in an automated system, helps to achieve the success in the organization of the educational process. The importance of self-study and self-control of the student in the conditions of working in a remote formatis marked in the article. Due to the lack of face-to-face interaction with students, there is a need for more thorough organization of educational activities by the teacher in order to prevent gaps in mastering the program by students.

Key words: distance learning, e-learning, interactivity, communicative interaction, self-study.

АСПЕКТЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В СОВРЕМЕННЫХ УСЛОВИЯХ

В связи с ситуацией самоизоляции, вызванной глобальным распространением коронавирусной инфекции в мире, вузы нашей страны вынуждены были экстренно перейти на дистанционную форму профессионального взаимодействия. Переход на данный формат обучения явился оптимальной формой эффективного взаимодействия со студентами, т.к. позволил сохранить темп освоения программного материала, избежать возможного прерывания учебной деятельности в целом. Сложности перехода затронули в той или иной степени подготовленность учебно-методической базы университета к реализации данной деятельности, а также трудности психолого-педагогического характера. Использование электронной документарной базы университета, банков тестовых заданий, созданных в автоматизированной системе, поспособствовало успешной организации учебного процесса. В связи с отсутствием очного взаимодействия со студентами была отмечена необходимость более тщательной организации учебной деятельности преподавателем с целью предотвращения пробелов в освоении программы обучаемыми.

Преподаватели, вовлеченные в кратчайшие сроки в дистанционный формат обучения, на собственном опыте смогли оценить неподготовленность в полной мере к этой форме обучения. Насущной задачей того периода явилась адаптация учебного процесса к современным условиям таким образом, чтобы при этом не утратилась эффективность обучения в целом.Именно в заданных условиях создалось нечто новое, что позволило в дальнейшем использовать данный опыт проведения практических занятий по обучению иностранному языку с использованием различных платформ (Zoom и т.п.) в формате дистанционной работы в качестве возможного дополнительного средства учебного взаимодействия «преподаватель - студент».Экстренность введения дистанционного формата обучения выявила такую проблему, как неподготовленность преподавателей вуза к ведению занятий в таком формате.Следует отметить помощь сотрудниковспециального подразделения вуза, в штате, которого находятся программисты, системные администраторы, создающие условия работы с использованием электронных средств связи во взаимодействии со студентами. Студентам предоставлены все учебно-методические материалы в электронном формате, основная масса которых находится вMoodleи постоянно обнов-

ляется или актуализируется. Текущий контроль и промежуточная аттестация осуществляются посредством использования банка тестовых заданий по конкретной дисциплине в автоматизированной системе обучения.

Работа преподавателя из дома (самостоятельная загрузка платформы, подключение к режиму собрания и т.д.) является требованием настоящего момента.Одной из существенных проблем на первых порах стала неподготовленность преподавателей к быстрому реагированию на изменившиеся условия в социуме и, соответственно, в образовательной среде. От преподавателей потребовалось умение не только доносить программное содержание дисциплины студентам, но и уметь на достаточно хорошем уровне владеть компьютером и новыми Интернет-технологиями. Выяснилось, что многие активно использовали Zoom до наступления вышеупомянутой ситуации, однако данная платформа использовалась ими лишь как дополнительное средство связи.

Важно отметить активность и мотивированность преподавателей, направленные на сохранение интереса студентов к изучаемому предмету, использование материалов учебно-методического комплекса таким образом, чтобы проведение занятий было не просто формальностью, а процессом продуктивного овладения и закрепления знаний. Основу профессиональной мотивации педагога составляют интерес к преподаваемому предмету и желание реализовать себя в учебном процессе образовательного учреждения в качестве компетентной личности, несомненно включающей компьютерную грамотность. Преподаватель должен постоянно стремиться к освоению новых методов и средств обучения, среди которых электронные средства обучения занимают ключевые позиции, поскольку современное поколение студентов – это представители поколения Z, «цифровых людей», выросшие и сформировавшиеся в условиях увеличивающейся цифровизации общества. Для студентов этого поколения персональные компьютеры, доступ, поиск и извлечение информации в Интернете являются реалиями их повседневной жизни, поэтому сам уклад современной жизни выдвигает требование оптимального внедрения средств информационно-коммуникационных технологий (ИКТ) в учебном процессе для того, чтобы преподаватель мог доносить учебную информацию, а студент воспринимать и усваивать ее, используя данные средства. Преподаватель должен не только развивать студентов, но и развиваться сам.

Значимым показателем успешности экстренного перехода на дистанционный формат обучения является применение смешанного обучения, объединяющего «классно-урочную» систему обучения, электронное обучение и дистанционные образовательные технологии.В настоящее время нет четкого разграничения понятий, определяющих взаимодействие преподавателя с использованием современных ИКТ. Использование возможностей обученияс использованием компьютера называют электронным обучением (e-learning), дистанционным обучением, онлайн-обучением. Тем не менее, дистанционный формат обучения, реализуемый в настоящее время, сохраняет характеристики электронного обучения. Под дистанционными образовательными технологиями понимаются образовательные технологии, реализуемые в основном с применением информационно-телекоммуникационных сетей при опосредованном (на расстоянии) взаимодействии обучающихся и педагогических работников. Дистанционный формат обучения, предложенный университетом в реалиях современной ситуации, сочетает в себе distance learning и online learning (интерактивное обучение посредством использования Internet), расширяет рамки учебного заведения посредством применения платформы Zoom в режиме собрания для активного коммуникативного взаимодействия студентов с преподавателями. Эффективность учебного процесса в заданном формате усиливается за счет максимального использования учебно-методических материалов (сборников, практикумов, учебных пособий, тестов, методических рекомендаций и т.п.) электронной документарной базы университета, доступ к которой открыт студентам, преподавателям и сотрудникам университета. Педагогическая деятельность преподавателей направлена на адаптацию основных подходов образования и способов обучения к существующим реалиям дистанционного взаимодействия со студентами. При

реализации обучения в дистанционном формате сохраняется сущность электронного обучения, характеризующегося интерактивностью взаимодействия обучаемого с обучаемым и индивидуализацией обучения, базирующегося на внедрении учебно-методического комплекса, созданного в электронном формате.

Интерактивность обучения направлена на развитие компетенций студентов относительно речевого взаимодействия на иностранном языке с учетом реальной ситуации заданной тематики. Студенты в равной степени вовлекаются в процесс общения. Учебный процесс, осуществляемый при использовании платформы Zoom, показал возможность ведения интерактивного взаимодействия, организованного, контролируемого и направляемого преподавателем. Осуществление онлайн-взаимодействия предполагает самостоятельную подготовку студентами материала и выполнение заданий, определяемых преподавателем заранее. Коммуникативное взаимодействие онлайн реализуется посредством вопросно-ответной формы общения на иностранном языке, предложения темы/ситуации обсуждения, кроме того, обучаемые сами в ходе обсуждения могут предлагать иные сценарии решения проблемы. В последнем случае преподавателю необходимо контролировать и направлять дискуссию с учетом темы занятия, фокусируя внимание на лексику и грамматику, активизируемые на данном занятии. Как и во время аудиторного занятия, онлайн-занятия требуют пристального внимания преподавателя за речевым взаимодействием студентов с разным уровнем иноязычных компетенций. Отсутствие визуального контакта между студентами часто ведет к снижению их активности, вызывающей определенные сложности у преподавателя в проведении занятия, что требует приложения дополнительных усилий со стороны педагога. Преподавателю необходимо постоянно управлять вовлеченностью каждого студента в различные виды учебной деятельности, проводимые онлайн.

Рассматривая интерактивность как определение взаимодействия субъектов обучения, важно подчеркнуть, что активные методы обучения характеризуются не столько воздействием педагога на студентов, сколько направлены на обмен, в частности речевыми действиями в ситуации иноязычной коммуникации, смыслами с целью передачи информации. Эти методы используются также при работе в дистанционном формате в режиме собрания, что, несомненно, предполагает реализацию обучения при помощи компьютера.

Дистанционное обучение способствует развитию учебной самостоятельности студентов. Навыки самостоятельной работы являются наиболее актуальными в настоящее время с учетом требований рынка, поскольку современный профессионал должен уметь планировать и организовывать деятельность по решению конкретной задачи. Самостоятельность как форма интеллектуальной деятельности определяет развитие навыков планирования, самоконтроля и самооценки. Учебная самостоятельность студентов позволяет осуществить переход к индивидуализации обучения, что обеспечивает максимальную вовлеченность обучаемых в учебный процесс, способствует росту уровня мотивации к изучению иностранного языка. Индивидуализация предполагает самостоятельную активность студента, направленную на овладение знаниями. Студент сам определяет время и скорость выполнения заданий методических материалов. Индивидуализация предполагает постоянное взаимодействие обучаемого с преподавателем. Выбранный в качестве основного дистанционный формат обученияобусловливает организацию деятельности преподавателя таким образом, чтобы студент имел возможность получения ответа и консультации в случае невозможности или затруднения выполнения задания. Осуществление постоянного контакта со студентами должно реализовываться на основе сформированного индивидуального графика. Кроме того, индивидуализация не рассматривается как бесконтрольность. Своевременность проверки выполненных студентами заданий и комментарий преподавателя по работам студентов формирует у обучаемых понимание заинтересованности преподавателя в результате овладения дисциплины обучаемыми.

В университете создан обширный банк тестовых заданий, используемый основной массой преподавателей, поскольку такого рода контроль характеризуется высоким уровнем объектив-

ности. Тот факт, что система по окончании выполнения теста предоставляет полный отчет с определением процентного отношения положительно выполненных заданий, в значительной степени экономит время преподавателя.

Банк тестовых заданий автоматизированной системы обучения, как показал опыт работы с использованием дистанционной формы обучения, может использоваться дистанционно. Студенты подключаются к выполнению теста единовременно и имеют одинаковое время на выполнение заданий. Однако, существует, как показала практика, и проблемная сторона контроля: невозможность своевременно подключиться к системе по тем или иным причинам, но она тоже решаема, т.к. сроки принятия контроля могут быть продлены.

Для проведения занятий в настоящее время ГУУЯиЛ выбрана единая платформа синхронной системы Moodle, используя которую студенты и преподаватели осуществляют интерактивное взаимодействие.

Определяя характерные черты дистанционной формы обучения иностранному языку в вузе, подчеркивается опосредованный характер коммуникативного взаимодействия «преподаватель - студент», реализуемое посредством средств ИКТ. И если, с одной стороны, происходит сокращение объема непосредственного коммуникативного взаимодействия субъектов учебного процесса, с другой стороны, данная форма обучения позволяет в значительной степени активизировать самостоятельную работу, что тоже для некоторых студентов представляет собой своего рода проблему, и требует приложения дополнительных усилий преподавателя в мотивации и заинтересованности студентов.

Несмотря на актуальность дистанционного формата обучения в нынешних условиях и эффективность применения автоматизированных систем обучения, данная форма обучения не может рассматриваться полноценной альтернативой очной формы обучения.

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FORMATION OF PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS

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Abstract: Goal of research is to analyze importance of professional competence for foreign language teachers. The concept of competency impliescombination of physical and intellectual qualities of a personand the abilities necessary for an independent and effective solution of life situations, in order to create the best conditions for oneself in a constructive interaction with others. Thus, professional competence requires knowledge of various skills on teaching process, creative skillsmastery of intellectual and physical tools,ability to interact with learners in varioussituations, given the conflict.

Index Terms **–**competence, competency, professional development, professional competence, quality and competence, skill, formation,

Competence – a set of interrelated qualities of a personality (knowledge, skills, methods of activity), set in relation to a certain range of objects and processes and necessary in order to operate efficiently and productivelyin relation to them. Competency - possession, possession by a person of relevant competence, including his personal attitude to it and the subject of activity. In other words, competency is always personally colored by the qualities of a particular indie species. Competency requires minimal experience application. For a clearer delineation of the concepts of "competence" and "competency" A. I. Surygin defines them as follows way:

Competence, from the point of view of educational outcomes, is understood as the ability of an individual to carry out any activity or action, the ability to establishand maintain the necessary contacts between people.Competency is the content of the relevant competence in the form of a system of knowledge, skills, experience and satisfactory mastery of certain norms of communication,behavior as a result of learning.

Studying professional competence as a phenomenonmultidimensional, V. A. Naperov defines it at four levels:worldview, theoretical, practical and creative worldview level determines the presence of professional self-awareness, professional erudition, adequate self-esteem[1].

Summarizing the foregoing, we can understand that talking about professional competence is only permissiblein the presence of relevant knowledge, abilities, skills, the formation of the inner world of the personality - needs, settings, professional orientations and motives of activity,ideas about yourself, your professional qualities,results of own activity (Naperov V,1999, p20).

In general, the formation and development of professionalcompetencies are influenced by factors such as individual psycho-physiological characteristics of the personality (innate features of the nervous system, anatomical features of the body structure, etc.), social environment (system of socio-economic relations, educational environment of the institution , reference groups), personal activity of the personality (self-education, self-education, self-development).

To define the concept of "professional and pedagogical competence", it is initially necessary to consider the concepts of "competency" and "professional competence".

The professional competence of a foreign language teacher proposed by A.F. Kononova, divided basic and special competencies. All the general professional competences are considered as basic competencies in foreign language teachers and they include:taking into account the level of formation of key competencies;taking into account the psychological characteristics of the personality of the student; organizational skills; planning of lessons and independent work of students; mastery of a teacher's didactic speech; taking into account sociocultural interference and positive transfer; the ability

[1] Sitarov V. A. Formation of the methodological competence of the future teacher // Theory and practice of higher pedagogical education: interuniversity. Sat scientific tr. - M., 1991.

to notice and correct errors; the ability to objectively assess the strengths and weaknessesown activity and personality, also activities and students' personalities; the implementation of self-improvement in order to improve the quality of their work; control of student knowledge; work with technical training tools; the use of special literature in their professional pedagogical activities.

The elements of professional and pedagogical competence of N.V. Kuzmina include:

– special competence in the field of taught disciplines;

– methodological competence in the field of ways of forming knowledge and skills of students;

– socio-psychological competence in the field of communication processes;

– differential-psychological competence in the field of motives, abilities, orientation of students;

– autopsychological competence in the field of virtuesand the shortcomings of one's own activity and personality.

The specific professional skills are called as special competencies and they include: methodical skills; communicative skills, which are based on theoretical and practical knowledge and skills, and also competence in the socio-cultural sphere, interactive competence, educational and cognitive and compensatory skills.

Professional competence is competence related to the ability to master the knowledge . Teachers' pedagogical competence is the ability to manage learning , which includes planning , implementation and evaluation of learning outcomes of learners. Professional pedagogical competence is the ability of teachers in managing learning that includes the ability to plan a learning program, the ability to interact or manage the learning process and the ability to perform an assessment. Teacher professional competency based on fundamental scientific education, emotional attitude to pedagogical activity, possession of technology pedagogical work. It determines the willingness of the teacher to creatively solving cultural and educational problems and self-actualizing their personality. A sign of professional and pedagogical competence is that the teacher by the beginning of independent activity, communicative competence has been formed and realized to such an extent that he is capable of forming it among his students.

To sum up, professional competence is the ability to combine different types of activities, skills knowledge which includes methodological competence, the socio-psychological competence, differential psychological competence as well as the autopsychological competence. Professional and pedagogical skills are an integral part of professional and pedagogical training of a future teacher and, along with knowledge, are included in the general structurepedagogical activity. We can judge not only the level of professional and pedagogical training of a teacherin the number and content of pedagogical knowledge, but also inthe presence of professional and pedagogical skills acquired on the basis of knowledge and through exercise, i.e. practicalmeaningful application of knowledge in the specific conditions of professional activity.

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CREATING ENGLISH CLASSROOM ENVIRONMENT

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Abstract: This article provides an analysis of creating rich English classroom environment. Also, it describes a number of methods to help teachers plan and create English classroom that will motivate and support all youngsters.

Key words: young learners, cooperation, a sterile environment, audience, atmosphere, schoolteachers, youngsters, motivation, an active participant.

The 21st century requires the rich English classroom environment because learners need to feel the English atmosphere in classroom in order to increase learners' knowledge and skills. In addition, teachers must create a warm and inclusive classroom environment in order to learners feel welcome in learning language. So, this article shows how to create rich English classroom environment.

In many English classrooms throughout the world, there are students who mistrust or even fear each other because they belong to groups with a history of conflict based on national, political, ethnic, or other difference. Intergroup conflict often endures because people do not have the opportunity to interact with each other personally and rely instead on long-standing stereotypes. For several reasons, the English as a second/foreign language classroom is an especially ideal setting to deal with intergroup conflict. In addition, successful language teaching utilizes methods designed to engage students in communicative activities based on their backgrounds, opinions, and other personal characteristics. A classroom composed of students with widely different cultures offers lots of potential for excitement and discovery, as well as for creating empathy and advancing the acquisition of English.

Firstly, teachers have to pay attention to the classroom design. The most important things that teachers do at the beginning of the school year, is to organize, to arrange, and to decorate the classroom. The physical environment of a classroom plays an essential part in thinking more about their class. The classroom environment should do as much too foster cooperation and acceptance as the instructional method the teacher uses. Learners are sensitive to the atmosphere which was created in the classroom. In addition, teachers have to decorate a classroom with some kind of warmth which can help promote a sense of comfort, security and freedom in the English classroom. Classrooms tend to be rather cold, bare places until they are decorated bur by adding a splash of color can bring life and security to a sterile environment (Fig.1 and Fig.2). Furthermore, color choice is also important when decorating a classroom. Colors should not be so attractive such as red color, but it has to be chosen warm colors like white, yellow, green or blue. By seeing this kind of colors, learners will feel calm and freedom. Also, this feeling can help to increase the level of studying in English classroom.

Fig. 1

Fig.2

Moreover, the creating a neat and organized classroom is also beneficial for teachers as well as young learners to led lead English lessons. While decorations help create a warm environment, organization of the furniture in the room is also important part of studying process. There should be enough space for all students to easily move throughout the classroom. Teachers should consider the use of universal design to create warm atmosphere in the classroom.

Secondly, one of the most essential things in classroom is the creating special traditions for your class. Traditions can help create positive feelings and bond students to their class. Start the morning with a beginning of the day tradition. Students could work together to create a class pledge that is recited every morning before the day begins. One example of a class pledge created by Ms. Fitting from Oysterponds Elementary School includes the three Cs:

"We will cooperate,
We will communicate,
We will concentrate,
We will have a Good Day."

Consequently, this kind of class pledge can help increase young learners' motivation to learn English language more deeply and seriously. In addition, one of the greatest skills that teachers can give to their students is to allow them to advocate for themselves. Students need to be able to make their needs and wants known. For example, preschool students need to be able to tell others when they need to use the bathroom. As students get older they need to understand and be able to describe their strengths and weaknesses to their classroom teachers and other people with whom they study.

Furthermore, one way to promote mentally, emotionally, and physically balanced learners is through the use of yoga. I suggest that by utilizing simple yoga poses in English language lessons, teachers can teach various aspects of the English language in a fun and nonthreatening way. With this approach, learners use their bodies to learn, practice, and anchor the language being taught at the same time reduce anxiety and help care for mind, body, and spirit. Also, the way of integrating a small dose of yoga into the English lesson is to teach one or two simple poses at the beginning of a lesson as a warm-up. This activity serves to focus or relax learners as they prepared for more rigorous language tasks. Mini- lessons like this can also be carried out mid-lesson to reenergize or calm learners or to wind down or bring closure to a lesson.

To sum up,teachers should encourage disability awareness and self-discovery. It helps learners identify their areas of strength and areas of need. Also, educators were obliged to prepare young learners for participation. Learners need to be aware of what takes place in giving the speech in front of audience; so, they have the understanding to be an active participant. In conclusion, schoolteachers have to create the best English environment to their learners by creating class pledge and identifying learners' interests.

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VERBAL AND NON-VERBAL COMMUNICATION AND EMOTIONS IN MULTIMEDIA

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

Verbal communication of emotion is considered as a major part of the communication, however the non-verbal emotion communication are equally as important as the verbal emotion communication during a conversation, and sometimes even more important. The body language, posture, gestures, eye contact and facial expressions are all an important part of the non-verbal communication. The web based information can be offered as simply text notes or perhaps as complicated full motion clips. It's currently widespread for organizations to obtain pretty advanced desktop computer systems that may include multimedia authoring and video compression application. This study focuses on the verbal and non-verbal cues and how they impact the audience. Social presence and various factors affecting it are also incorporated in this study.

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

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

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

Usually, multimedia includes full motion video of individuals presenting a session. Camera angle consequences are analyzed largely for their effect on the viewer's perception of a presenter. According to Wetzel, et al. (1994), the frequent assertions of film and video professionals stimulated this research

and it was demonstrated that certain angles of camera suggest negative and positive attributes of people, and this way credibility of the characters in the video, is influenced. By an educational viewpoint, these effects are essential every time an on-screen presenter is utilized to convey information.

SOCIAL PRESENCE

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

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

1. Multi-Channel Communication

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

2.Verbal Communication

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

3.Direction of Eye Gaze

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

4.Facial Signals

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

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

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

6. Physical Appearance

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

7.Proximity and Orientation

When communication takes place through a multimedia, orientation and proximity may vary. The physical distance at which people choose to converse is referred to as proximity. Similar to the distance, a certain orientation for the conversation is also selected by people (for instance, sitting adjacent to or opposite each other). The design of video systems can depend on orientation: video systems impose an orientation of being opposite one another.

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

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

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

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

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

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

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

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

CONCLUSION

The research suggests that verbal and non-verbal communication of emotion in terms of media have significant effect on the audience. The questioning strategies, personalized examples, use of humor, vocal inflections, appearance, proximity, gestures and facial expressions of the speaker influence the perceptions of social presence. Individuals are likely to be more satisfied when high degree of social presence is perceived by them. Video uses in multimedia were analyzed along with the factors affecting social presence. There are a number of significant factors in the context of social presence which emphasize on different verbal and non-verbal cues which must be correctly adopted by the speaker. It was inferred that the non-verbal communication of emotion plays an important role in establishing the honesty and reliability of the speaker. According to an experiment included in this paper, it was concluded that even if the speaker talk's utter nonsense with confidence and positive attitude, the audience is highly likely to believe him.

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НЕМИС ТИЛИНИ ЎҚИТИШДАГИ ПЕДАГОГИК ТАЛАБЛАР

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Annotation: This article is one of the most important criteria for a teacher's pedagogical skill - language ability. That is, it is a synthesis of properties that make it possible to increase the effectiveness of pedagogical communication between a teacher and a student, to increase the effectiveness of the educational process, to ensure the achievement of high efficiency in this activity, the abilities of the individual.

They talk about the constant connection of the teacher with the student, the community, parents, the wider community, the environment.

Keywords: Teacher's personality, pedagogical skills, linguistic ability, pedagogical communication, education, ability, innate ability, acquired, communicative ability, teacher etiquette, pedagogical art, speech technique

Аннотация. Ушбу мақолаўқитувчишахсипедагогикмаҳоратиюксаклигинингмуҳиммезонларидан бирилингвистикқобилиятдир. Яъни, уўкитувчибиланўкувчиўртасидагипедагогикалоқанингтаълим-тарбияжараёнисамарадорлигиниоширишгаижобийтаъсирэтишгаэришиш,шуфаолиятдаюкорикўрсатгичларгаэришишнитаъминлашгаимкониятберадиганхусусиятларсинтези, индивидуалсалоҳиятиваимкониятиёритилади

Ўкитувчинингўқувчи, жамоа, ота-она, кенгжамоатчилик, атроф-муҳитбиланбўладиганузлуксизалокасиҳақидасўзюритилади.

Калит сўзлар: Ўқитувчи шахси, педагогик маҳорати, лингвистик кобилиятдир, педагогик алоқа, таълим-тарбия, қобилият, туғма қобилият,орттирилган, коммуникатив қобилият,ўқитувчи этикети, педагогик санъати, нутк техникаси

Аннотация. Эта статья является одним из важнейших критериев педагогического мастерства учителя - языковыми способностями. То есть это синтез свойств, позволяющих повысить эффективность педагогического общения учителя и ученика, повысить результативность учебного процесса, обеспечить достижение высокой результативности в этой деятельности, способностей личности.

Говорят о постоянной связи учителя с учеником, сообществом, родителями, более широким сообществом, окружающей средой.

Ключевые слова: Личность учителя, педагогические навыки, лингвистические способности, педагогическое общение, образование, способности, врожденные способности, приобретенные, коммуникативные способности, этикет учителя, педагогическое искусство, техника речи.

Ўқитувчи шахси педагогик маҳорати юксаклигининг муҳим мезонларидан бири лингвистик кобилиятдир. Яъни, у ўкитувчи билан ўкувчи ўртасидаги педагогик алоқанинг таълим-тарбия жараёни самарадорлигини оширишга ижобий таъсир этишга эришиш омилидир.

“Қобилият - бу инсоннинг бирор бир хусусиятининг ўзигина эмас, балки шахс фаолиятининг талабларига жавоб бера оладиган ва шу фаолиятда юкори кўрсатгичларга эришишни таъминлашга имконият берадиган хусусиятлар синтезидан иборатдир. Бу инсоннинг хам индивидуал салоҳияти ва имконияти ҳамдир. Қобилиятнинг юқори даражаси истеъдод ва даҳоликда намоён бўлади.” [2; 437-438 б].

Қобилият туғма ёки орттирилган бўлиб, ҳар бир шахснинг индивидуал салохияти, имкониятлари, билим ва тажрибасидир. Туғма қобилият ирсият билан боғлиқ бўлиб, у билим олиш, изланиш, мехнат қилиш натижасида хақиқий ривожланиши, агар акси булса сўниб кетиши мумкин. Орттирилган қобилият эса шахсда у ёки бу фаолиятнинг куртаклари намоён бўлса, у тинимсиз меҳнат, билим, кўникма, малака, муҳит, тарбия воситасида тараққий этади, шунингдек, наслий хусусият замирида ўзини намоён этиши мумкин.

Жамиятда барча фаолият турлари бўйича қобилият албатта зарур, лекин бўлажак ўқитувчи учун у энг зарур социолингвистик мезон ҳисобланади. Ўкитувчининг ўқувчи, жамоа, ота-она, кенг жамоатчилик, атроф-муҳит билан бўладиган узлуксиз алокаси унинг коммуникатив (коммуникация (лот. Communicatio - маълум килиш, узатиш ва communicaгедан-умумлаштириш, сухбат килиш, боглаш, дарак бериш, топшириш) қобилиятини ривожланган бўлишини тақозо этади.

Ҳар кандай шахсий ҳаракат бошқа инсонлар билан бевосита ёки билвосита муносабатлар шароитида амалга оширилиши туфайли, у коммуникатив йўналишни ўзига олади. Коммуникатив қобилият эса ўқитувчининг шу касбга муҳаббати замирида босқичма - босқич ривожланиб борадиган маънавий маданиятнинг муҳим индексларидан биридир.

Коммуникатив қобилиятнинг муҳим педагогик талаблари мавжуд бўлиб, улар қуйидагилардан иборатдир:

- Ўқитувчи ва ўқувчи ўртасидаги ўзаро ҳурмат асосида қурилган ижодий алокалар;
- таълим-тарбия жараёнини соғлом маънавий муҳит асосида ўзаро алоқа, ўзаро таъсир замирида ташкил этиш;
- илмий-назарий билим эгаллаш учун тил қоидаларига риоя этиш, ўқитувчи ва ўқувчининг муомала маданияти;таълим-тарбия жараёнининг ҳар иккала субъекти ўртасидаги дипломатик муносабат коидаларига риоя этиш;
- тарбия методлари, усуллари ва уларнинг моҳиятини чуқур билишҳамда амал қилиш;
- Ўқитувчи этикети, ўқувчи этикети қонун-қоидаларига зид ҳолатларнинг зарарли оқибатларини англаб етиш;
- актёрлик маҳоратига эга бўлиш, ўзига эргаштира олиш, жалб эта олиш маҳорати ва бошқалардан иборатдир.
- Шу жиҳатдан немис тили ўқитувчилари коммуникатив қобилияти ўзигахос педагогик шарт-шароитларни ўз ичига олади. Чунки ўқувчи ўз она тили,
- ўз ватани, урф-одатлари, анъаналари, маънавий кадриятлари билан бир
- қаторда ўзга миллат тили, ўзга юрт маданияти, қадриятларини ҳам билиши,
- қиёсий таҳлил қилиш, хулоса чиқариш, қарор қабул қилиш зарур.
- Немис тилидарсларида ўқувчининг эркин ва мустакил фикри, хис-хаяжони, назарий фикрларни далиллар асосида исботлаб берилиши, ўзибўлмаган, кўрмаган мамлакат, шахсан мулоқот қилмаган миллат тили, маданияти хақидаги қарашларини янада бойитади. Бу жараёнда Ўкитувчининг билими, педагогик санъати, нутк техникасига риоя этиши, тил қоидаларини мукаммал билиши, маданиятлараро алоканинг пайдо булиш ва ривожланиш динамикаси тарихидан хабардорлиги, дунёқараши, ижтимоий сиёсий савияси муҳим ахамият касб этади.
- Немис тилиўкитувчиси грамматик тушунчаларни ўтиш жараёнида ўқувчи онгига сингдирилиши лозим бўлган материални мантиқий мукаммал тарзда ифодалаши, синфнинг

фанга бўлган қизиқиши, муносабати, мавзу буйича ўқиш, сўзлаш учун матннинг танланишига алохида эътиборни қаратмоғи лозим.

Немис тили ўкитувчиси коммуникатив кобилиятини намоён этишда ўқувчи билан бўладиган мулокот жараёни мазмуни истикболини башоратлаш, технологиялаштириш, алгоритмлаштириш, лойиҳалаштириш муҳим педагогик омил ҳисобланади. Ўкитувчи ўқувчи билан ушбу жараённи мазмунан башоратлаш асосида лойихалаштирар экан, унга немис тили дарслари мавзуси, мазмунидан келиб чиққан холда ёндашади. Дарс мазмуни педагогик мотивлар, эхтиёжлар, манфаатлар якдиллиги аникланади, ўзаро самарали алока натижасига эришишнинг шакл, метод ва воситалари танланади.

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ИНТЕРНЕТ И МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ

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В статье автор представляет опыт осмысления межкультурной коммуникативной компетентности как одной из составляющих компетентностного подхода при использовании интернет-ресурсов. Отмечается, что в последние годы серьезным помощником в этом и неотъемлемым компонентом образовательного процесса в учебных заведениях различных видов и уровней становится электронное обучение , позволяющее обеспечивать растущий спрос на образовательные услуги, интегрироваться в международное научное сообщество, стать субъектами межкультурной коммуникации и международного культурного обмена.

Ключевые слова: компетентность, педагог высшей школы, коммуникативная компетентность педагога, структура коммуникативной компетентности, критерии коммуникативной компетентности, педагогические условия.

Given article represents outcome of the comprehending intercultural communicative competence formed as one of the components of the competence of approach when using Internet resources. It is said that e-learning, which allows to meet the growing demand for educational services, integrate into the international scientific community, become as a subject of intercultural communication and international cultural exchange, is an important assistant and an integral component of the study process in educational institutions of various types and levels in recent years.

Keywords: competence, high school teacher, communicative competence of the teacher, structure of communicative competence, pedagogical conditions.

Процесс интеграции Узбекистана в международное экономическое и политическое сообщество выявил новые информационно-технологические и культурные проблемы. Вопросы межкультурного общения оказываются не менее важными, а подчас и более напряженными, чем политические и экономические. Они проявляются во взаимодействии со странами ближне-

го зарубежья, утверждающими свою самобытность, культурную специфичность, собственный государственный язык, формирующими национальную интеллигенцию. Это требует осмысления сложившейся межкультурной коммуникации. В подобных условиях весьма важное значение приобретает обучение межкультурной коммуникации и информационным технологиям, которые должны обеспечивать межкультурное взаимодействие и сотрудничество.

Обучение межкультурной коммуникации создает среду развития языковой личности, в которой речевая коммуникация организуется в процессе диалогического общения, и именно в этом процессе людям необходимо обмениваться информацией и самой деятельностью, т.е. вырабатывать формы и нормы совместной деятельности.

В термине «межкультурная коммуникация» заложена тесная связь, по крайней мере, двух факторов - культуры и коммуникации, представляющих собой синтез явлений, выступающих объектом исследования.

Отношения являются межкультурными, если их участники не прибегают к собственным традициям, обычаям, представлениям и способам поведения, а знакомятся с чужими правилами и нормами повседневного общения. Усваивая язык, человек одновременно проникает в новую национальную культуру, получает огромное духовное богатство, хранимое изучаемым языком. [Бугазов , 2003]

Социальная коммуникация занимает важное место в жизни современного общества и каждого человека. Но особенно большой интерес в наши дни вызывает электронная коммуникация, опирающаяся на новые технологии и предоставляющая пользователям поистине уникальные возможности для общения, обучения, исследования, ведения профессиональной деятельности. Современные информационные технологии с их стремительно растущим потенциалом и быстро снижающимися издержками открывают большие возможности для новых форм международного сотрудничества как в рамках отдельных сфер общественной жизни, так и общества в целом.

Современная жизнь, компьютеризация сферы коммуникаций, получившая распространение и у нас в последние годы, продемонстрировали нашему обществу требуемый уровень владения навыками общения между представителями различных культур с помощью глобальной компьютерной сети Интернет, использование ресурсов которой способствует развитию межкультурной коммуникации, существенно помогает в поиске необходимой информации.

Интернет – особый вид электронной коммуникации. Это глобальный коммуникационный канал, обеспечивающий во всемирном масштабе передачу мультимедийных сообщений; общедоступное хранилище информации, всемирная библиотека, архив, информационное агентство; вспомогательное средство социализации и самореализации личности и социальной группы путем общения с заинтересованными партнерами, всемирный клуб деловых партнеров.

Интернет предлагает мириады возможностей общения на изучаемом языке, доступ к текстовой и мультимедийной информации и позволяет печатать свою информацию, что способствует развитию общей осведомленности о мире, формированию умений взаимодействия с различными культурами, установлению причинно-следственных связей различных социо-культурных явлений и общей социализации личности. [Войскунский , 2001].

Коммуникативная компетентность определяется следующими составляющими:

– Эти составляющие в первую очередь необходимы преподавателю. Если он не обладает необходимым уровнем развития коммуникативной компетентности, и не готов мобильно управлять процессом взаимодействия в ходе обучения, содействовать взаимопониманию обучающихся, а также применять коммуникативные средства, то реализация современных личностно ориентированных образовательных технологий будет невозможна. От коммуникативной компетентности преподавателя зависит гуманизм общения, благоприятный морально-психологический климат, решения проблем, возникающих в общении, результативность установления контактов. Становление межкультурной коммуникативной компетентности обучающихся вполне возможно охарактеризовать как один из способов самореализации и развития участни-

ков образовательного процесса. Межкультурная коммуникативная компетентность относится к компетентностям в области социального взаимодействия и включает в своё понятийное содержание знаний способов и средств взаимодействия.

В процессе межкультурной коммуникации передается и усваивается социокультурный опыт, происходит изменение взаимодействующих субъектов, формируются новые личностные качества и своё особое место в этом занимают Интернет-ресурсы.

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ОБ ИСПОЛЬЗОВАНИИ ИНФОРМАЦИОННО-КОММУНИКАТИВНЫХ ТЕХНОЛОГИЙ В ОБРАЗОВАНИИ

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В статье рассматривается возможность эффективного обучения с использованием информационно-коммуникативных технологий (ИКТ). ИКТ обеспечивает быстрый доступ к информационным технологиям, расширяет возможности оперативного информационного взаимодействия преподавателя и обучающегося за счет обратной онлайн или офлайн связи.

В ней определено значение обучающихся. Использование новых информационно-коммуникационных технологий является начальным условием для дальнейшего развития следующего этапа в образовании - цифровизации.

Ключевые слова: информационные технологии, ИКТ компетентности, использование электронных ресурсов, виды ИКТ, ИКТ грамотность.

Given article considers the opportunity of effective study with the help of information and communication technologies (ICT).This way provides fast access to information technologies and expends the possibilities of operational information interaction of teacher and student through online and offline feedback. The importance of students is determined there. The usage new information and communication technologies is the former step to further development in digital education.

Keywords: information technology, ICT competence, use of electronic resources, types of ICT, ICT literacy.

В последнее время особую актуальность приобретают исследования, связанные с изучением возможностей повышения эффективности обучения иностранным языкам и, в частности, русскому языку как иностранному (РКИ) посредством Интернет. Активное развитие в Интернет современных телекоммуникационных технологий , с одной стороны, и популярность и повсеместное распространение всемирной компьютерной сети Интернет – с другой, начинают

реально, на практике определять изменения в подходах к организации учебного процесса в сфере РКИ

Сегодня мы наблюдаем огромный интерес к использованию информационно-компьютерных технологий при обучении языкам, в том числе и русскому языку как иностранному. Ученые, методисты, преподаватели анализируют с точки зрения качества преподавания разнообразные виды электронных образовательных ресурсов и средств. База специального программного обеспечения постоянно усовершенствуется и развивается.

На современном этапе развития информационного общества использование современных ИКТ не вызывает сомнений, поскольку выполняется основная задача обучения – повышение эффективности развивающего обучения, в рамках которого основной акцент ставится на формирование личности обучающегося, способного и готового осуществлять самостоятельную учебную деятельность, принимать самостоятельные решения, аргументировать их выбор, проводить самоанализ и самооценку выполняемой деятельности. Исключительным преимуществом использования ИКТ на современном занятии служит создание уникальной возможности для обучающихся ознакомиться с аутентичным многоплановым материалом на актуальные темы, вызывающие неподдельный интерес. Различные программные средства, которые оказались в инструментальном активе современного преподавателя русского языка как иностранного, дают возможность создавать дополнительные учебные материалы, стимулировать общение на изучаемом языке. В то же время обучающиеся могут позволить себе изучать русский язык самостоятельно с помощью компьютера. [Азимов, 2012, Азимов, 2014, . Богомолов, 2008]

Анализ научно-методической литературы показывает, что в практике преподавания применяются различные способы использования информационно-коммуникативных технологий. [Сысоев, 2013, Титова, 2009] Среди них можно выделить следующие: использование электронных ресурсов для организации межкультурной коммуникации, самостоятельной работы с учетом интересов учащихся, для контроля усвоения языка при помощи компьютерных тестовых заданий, выполнения тренировочных упражнений, использования презентаций и др.

Особенности ИКТ позволяют обновлять содержание и организацию образовательного процесса, выявлять современные методы и приемы обучения, формировать информационные, коммуникативные и рефлексивные умения, рационально использовать компьютер в процессе получения знаний, развивать личностные качества обучающихся. ИКТ эффективно влияют на достижение положительных результатов обучения.

В настоящее время в образовании, в том числе в сфере обучения языкам, применяются различные виды ИКТ. К ним относятся: компьютерные презентации (демонстрации), интерактивные обучающие пособия (тренажеры), веб-приложения к учебникам, электронные учебники, электронные библиотеки, электронные коллекции (коллекции аудио-, фото-, видеофайлов), методические рекомендации, ссылки на ресурсы, связи с социальными сетями, электронные базы данных тестов, текстов, упражнений, электронные периодические издания, средства общения в социальных сетях и др. Все эти способствуют повышению уровня мотивации обучающихся к познавательной деятельности за счет следующих факторов:

- – Матндаги аниқ берилган маълумотдан фарқли равишда имплицит маълумот одатда адресат томонидан тушунилмайди. У аналитик фикрлар орқали тушунилгани сабабли адресат унга баҳо берган ҳолда салбий ёндашиб ёки шубҳалана олмайди.
- Адресат маълумотни шарҳлаш орқали ўзи англаб олади яъни тайёр ҳолда унга эга бўлмайди.

Шу тариқа маълумотни борича қабул қилади ва тасдиқ изламайди. Имплицит маълумотнинг таъсири унинг қийин тарзда ажратиб олишдадир. Адресант яъни реклама берувчини реклама матнларида яширин берилган маълумот учун жазога тортиш мушкул[1] Таъкидлаш лозимки, бадиий матннинг ўзига хос хусусиятлари унинг яширин маъноларини ўрганишда самара

[1] Юлия К Пирогова Имплицитная информация как средство коммуникативного воздействия и манипулирования (на материале рекламных и PR-сообщений) Проблемы прикладной лингвистики 2001moskva 209–227.

бериши табиий ҳолдир. Уларни идрок этиш ва тушуниш учун лисоний қобилият билан бирга онгдаги умумий билимлар заҳираси ҳам ҳаракатга келади. Масалан, тадқиқотчи М.Ҳакимов импликация тушунчасини ифодалаш учун *“умумяширин”* атамасини қўллайди ва яширин маъноларнинг барчасини қамраб олишини, лекин ўзбек тилида бу борада умуман тадқиқодлар олиб борилмаган бўлса-да, мумтоз адабиётга оид назарий манбалар бу йўналишга оид фактик материалларга ниҳоятда бой эканлигини таъкидлайди. Н.А.Панина эса импликация масаласига биринчилардан бўлиб эътибор қаратади. У бу масалага қуйидагича баҳо беради: «имплицитлик гапнинг маъносини билвосита англаш ва ундан қўшимча ахборотларни олиш имкониятидан иборат». И.В.Арнольд импликацияда «микроконтекстда пайдо бўлган ва тил бирликлари билан бевосита кўрсатилмаган қўшимча маъно»лар юзага чиқишини эътироф этади.[1] Бу Борада М. Хакимов “Ўзбек прагмалингвистикаси асослари” асарида тўхталиб ўтади. У яширин мазмун ифодалаш шакллари турлича куринишлардан иборат булганлиги учун уларни дастлаб икки гурухга ажратиб тадқиқ этади: 1. Умумий яширин маънолар. 2. Хусусий яширин маънолар. Умумий яширин маънолар сўзловчи, тингловчи ва барча нутқ иштирокчилари англаб олиши мумкин булган яширин маънолардир. Уларга ибора, реплика, матал, макол, топишмок ва шу кабилар киради. Бундай матнлар оркали ифодаланган тагмаънолар хар кандай нутқ иштирокчиси учун маълум бўлишлик белгиси билан характерланади. Яширин маънонинг хар кандай синтактик бирликлардаги новербал мазмуний имкониятлари куп холларда матннинг жанр хусусиятлари билан боғланади. Умумий яширин маъно куринишлари паремиологик жанрга хос матнларда кўзга яккол ташланади. Бундай матнлар тор вербал синтактик шакл сифатида сўзловчи назарда тутган яширин маънони ифодалаш учун кенг мазмуний имкониятга эгалиги билан ажралиб туради[2]. Рекаламнинг онгга таъсир этиш функцияси Ю. К Пироговaнинг ишларида намоён бўлиб унга кўра манипуляция тушунчаси онг орқали яширин тарзда мулоқотни амалга ошириб суҳбатдошнинг хулқ атвори ва муносабатига таъсир кўрсатишдир. [3] Эълонларнинг улкан таъсир кучи унинг прагматик вазифасини ўта муҳимлигини белгилаб беради. Аввал таъкидлаганимиздек, рекламанинг энг асосий хусусияти бу унинг номоддийлигидир. Сайёҳ реклама таклифини яхши ёки ёмон эканлигини саёҳатга чиқиб ўз кўзи билан кўриб амин бўлмагунча баҳолай олмайди. Бу эса туристик рекламанинг мукаммал бўлишини талаб қилиб, реклама тилига кўпроқ маъсулият юклайди. Истеъмол товарларидан фарқли равишда сайёҳлик хизматлари ўзгарувчан бўлиши, эълонлар матнида прагматик жиҳатларнинг ривожлантириб янгиланиб туришини талаб этади. Шу сабабдан ҳам реклама мўлжалланган сайёҳлар аудиториясида мувафақиятга эришиши учун эълон берувчи маҳсулотни шундай ифодалаши керакки, ундан воз кечиш жуда қийин бўлиши лозим. Туризм соҳасидаги реклама эълонларида прагматик хусусиятларни жамлаб сайёҳларга фойдали бўлган маълумотларни мужассам этган йўлхаритаси вазифасини ўтайди. Унинг мазмуни қаерга бориш нималарни томоша қилиш, нималар сотиб олиш кабиларни жамлайди. Матннинг прагматик жиҳатларини ошириш мақсадида атоқли отлар, ёркин ҳиссиётларни тақдим этувчи турдош отлар қўлланиллиб уларнинг мақсади сайёҳнинг реклама берувчи таклифига жавоб бериш истагини оширишдан иборатдир. Истеъмолчига таъсир кўрсатувчи атоқли отларга эстрада,кино ва театр юлдузларининг исмлари киради. Шу билан биргаликда сиёсат намоёндаларининг исмлари ҳам нуфузга эга [4] Қуйидаги мисоллар орқали ушбу ҳолатга назар солайлик:

Fantastic Holidays to Boston! The home of the Red Sox, numerous sites of historical significance and with beautiful architecture stretching back to the 16th century, and it’s clear to see why Boston welcomes millions of visitors every yearWhy not learn more about Boston’s fascinating history, and its

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[1] М.С.Мадаминова утқда ифодаланадиган имплицитликнинг мураккаб семантик таркиби анду «Oriental Art and Culture» Scientific-Methodical Journal - (SI) II/2020

[2] Хакимов, Мухаммад Узбек прагмалингвистикаси асослари / М.Хакимов; масъул муҳаррир А.Нурмонов. - Тошкент: Akademnashr, 2013. - 176 б.

[3] . ПироговаЮ. К. Ложныеумозаключенияприинтерпретациирекламы // Реклама. 2000. № 2. С. 15–18.

[4] Прагматика в текстах туристической рекламы.

role in the Revolutionary War, by taking a wander along the world-renowned, Freedom Trail?.[1] (Бостонда фантастик дам олиш! "Ред Сокс" нинг ватани 16-асрга оид гўзал меъморчиликка эга бўлган кўплаб жойлар ва нима учун Бостон ҳар йили миллионлаб меҳмонларни кутиб олишини аниқ билиб олиш мумкин. Бостоннинг ажойиб тарихи ҳамда инқилоб урушидаги ўрни ҳақида дунёга машҳур "Озодлик йўли" бўйлаб саёҳат қилиб кўпроқ билиб олишга нима дейсиз?)

Ушбу реклама эълонида Бостон шаҳрининг таърифини келтириш мақсадида Бостоннинг машҳур профессионал бейсбол командаси "Ред Сокс" нинг номи қўлланилган. Кўплаб сайёҳлар Бостонда бўлмаган бўлса ҳам, ушбу спорт гуруҳиниг номидан ҳабардор бўлиши мумкинлигидан сайёҳлик эълони тузувчилари унумли фаойдаланишган. Эълоннинг давомида эса риторик савол тақдим этилган. Бостоннинг тарихий аҳамиятли жойлари моҳирона илмоқли таъкидланганки, бунга ўз-ўзидан сайёҳ "йўқ" дея жавоб бериши мушкул. Бу реклама эълонидаги прагматик маъно "имплицит" тарзда яъни яширин ҳолатда тақдим этилмоқда. Эълонни ўқиган турист ушбу тасвирланган жойларни кўпроқ ислоҳ қилишга ўзида иштиёқни сезиб, онгли равишда "Ҳа" деб жавоб беришига ундаш учун сўроқ тарзидаги эълон яратилган. Оқибатда сайёҳ ўз ҳоҳиши билан кейинги жараён яъни фикрдан ҳаракатга келиши муҳимдир.

2. *Experience cities, beaches and wildlife on this South Africa family holiday. Starting in the beachside city of Cape Town, you have a few days to explore. Take the cable car to the top of Table Mountain for unparalleled views or catch a boat over to Robben Island to learn about this nation's history of struggle and in particular, the role played by Nelson Mandela.*[2]*(*Ушбу Жанубий Африкадаги оилавий таътилда шаҳарларни, соҳилларни ва ёввойи табиатни кўринг. Кейптаун шаҳрининг қирғоғидан бошлаб, тадқиқот учун бир неча кунингиз бор. "Table" тоғининг чўққисига чиқиб, мисли кўрилмаган манзараларни кўринг ёки Роббен ороли бўйлаб қайиққа ўтириб, ушбу халқнинг кураш тарихи ва хусусан, Нелсон Мандела ўйнаган роли ҳақида билиб олинг.

Ушбу эълонда Жанубий Африкага саёҳат тури эълон қилиниб унда эълоннинг самарасини оширишда Жанубий Африканинг озодлик куйчиси нобел мукофоти совриндори Нелъсон Мандела номини қўллаш орқали сайёҳлар эътибори тортилган.

Affectionately known as God's Country by locals, visit Yorkshire and you too will be converted by the stunning scenery, cities steeped in industrial heritage, and charming market towns to explore. Delightful places to visit in Yorkshire include Beverley, a thriving medieval market town, and historic York where you can admire gothic York Minster cathedral. Looking for a challenge? Fun things to do in Yorkshire include uphill climbs across the Yorkshire Dales, where you'll be rewarded by jaw-dropping views, or try your hand at surfing in beach towns like Scarborough.[3](Маҳаллий аҳоли томонидан меҳр ила "Худонинг мамлакати" деб номланувчи Ёркширга ташриф буюринг ва сиз ҳам ажойиб манзара, саноат меросига бой шаҳарлар ва мафтункор бозор шаҳарлари билан танишасиз. Ёркширда зиёрат қилиш учун ёқимли жойларга Беверлей, ривожланган ўрта асрлар шаҳарчаси ва тарихий Ёрк киради, у эрда сиз готик Ёрк Минстер соборини томоша қилишингиз мумкин. Челлендж излаяпсизми? Ёркширда қилиш мумкин бўлган қизиқарли нарсалар орасида Ёркшир Дейл бўйлаб тепаликка ўрмалаб чиқишни ҳам киргизиш мумкин бу ерда сиз ҳайратланарли тасвир билан мукофотланишингиз ёки Скарборода серфинг учишда ўзингизни синаб кўришингиз мумкин.)

Ушбу реклама эълони Британиянинг Ёркшир шаҳрига ташриф буюрувчи туристлар учун мўлжалланган бўлиб бу эълондаги мақсад "эксплицит" тарзда яъни ҳеч қандай яширин маъноларсиз тақдим этилган. Эълонинсонларнинг янги тажрибага, гўшаларни кашф этишга бўлган истакларига урғу берилиб кўпроқ маълумотга бой матн орқали тақдим этилган. Савол тариқасида берилган гап орқали маълум аудитория сайёҳлари яъни спорт ва унинг турлари билан қизиқувчилар эътибори ҳам тортилган.

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[1] https://www.barrheadtravel.co.uk/worldwide/usa/boston

[2] https://www.travelnation.co.uk/tours/tailor-made-holidays/south-africa-family-holiday-garden-route-safari

[3] https://www.visitengland.com/things-to-do/yorkshire

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7. https://www.barrheadtravel.co.uk/worldwide/usa/boston
8. https://www.travelnation.co.uk/tours/tailor-made-holidays/south-africa-family-holiday-garden-route-safari

ОНЛАЙН ОБУЧЕНИЕ В УСЛОВИЯХ ПАНДЕМИИ

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Annotation: the article is devoted to the description of the specifics of online learning and the problems associated with it in a pandemic.
Keywords: online learning, internet platforms, problems, positive sides.

Аннотация: статья посвящена описанию специфики онлайн обучения и проблем, связанных с ним, в условиях пандемии
Ключевые слова: онлайн обучение, интернет платформы, проблемы, положительные стороны.

В большинстве стран, в целях борьбы с COVID-19 школы и все учебные заведения в Узбекистане закрылись на дистанционное обучение, и все занятия стали проводиться в режиме онлайн. Решение было принято незамедлительно после того, как в стране были обнаружены случаи инфицирования коронавирусом. В ближайшее время Министерство народного образования предприняло меры и запустило программу дистанционного обучения для школьников страны на время карантина. Так, в кратчайшие сроки было подготовлено большое количество видео-уроков, и с 30 марта 2020 года началось их вещание на нескольких телеканалах, также было определено время проведения уроков и их последовательность. Занятия были доступны на узбекском и русском языках с сурдопереводом. В том случае, если учащийся по какой – либо причине не смог просмотреть онлайн урок, он мог воспользоваться интернетом или видео-платформами YouTube и Mover.uz, на которых были размещены теле - уроки занятий. В дополнение к этому на вебсайте МНО опубликован список его собственных онлайн ресурсов, включая Talim.uz, EduMarket, Eduportal, и Kitob.uz. Для учащихся и их родителей доступ к этим сайтам стал абсолютно бесплатным после того, как было принято решение интернет-провайдерами и операторами мобильных сетей GSM не тарифицировать трафик при посещении данных электронных ресурсов.

Также для продолжения своего образования с помощью видеоуроков учащиеся могли продолжить на вебсайте kundalik.com, в котором размещены различные ресурсы пройденных тем в виде игр, кроссвордов, песен, фильмов и тестов для проверки полученных знаний. На сегодняшний день им пользуются не только учащиеся, но и преподавательский состав, используя на своих занятиях материал, взятый с этого сайта, а желающие внести свой вклад в развитие этого сайта при помощи размещения своих видео роликов поощряются путем вручения им сертификатов и благодарственных писем. В связи с этим в некоторых школах был введен в качестве эксперимента электронный журнал, который намного облегчил деятельность преподавателей. Теперь современному педагогу не нужно совершать сложные математические расчеты для того, чтобы вывести четвертную оценку, так как эта программа сама предусматривает подсчет и выводит итоговый результат. Единственное требование к преподавателям – это своевременное заполнение журнала и выставление оценок. Положительной стороной этого журнала является также и то, что родители имеют возможность в любой момент просмотреть оценки своего ребенка по всем предметам и в случае его неуспеваемости вовремя принять меры.

Намного сложнее приходится ученикам младших классов.Родителям маленьких учеников чаще приходится проводить большую часть своего времени, помогая своим детям ориентироваться в платформах, работая с ними над домашними заданиями и объясняя учебный план. Для некоторых родителей, которые находятся непосредственно дома или работают из дома, этот не составляет труда, в отличие от тех родителей, которые ходят на работу и не могут помочь своим детям. Благодаря онлайн-обучению они вынуждены уделять больше времени концентрации внимания, чтобы помочь своим детям изучать и усваивать предметы. Те родители, у которых нет навыков в области информационных технологий, сталкиваются с более серьезными проблемами, и им необходимо обращаться за помощью к родственникам, друзьям, коллегам и т.д. Родители и ученики из уязвимых сообществ также сталкиваются с трудностями, поскольку у многих из них нет средств предоставить своим детям компьютер или смартфон для посещения занятий или из – за отсутствия подключения к кабельному телевидению.

В этой большой картине, возможно, самая большая нагрузка ложится на учителей. Они находятся в ситуации, когда они не совсем готовы и не имеют должной поддержки.

Критерии и руководящие принципы, устанавливаемые учреждениями, недостаточны для эффективного решения ситуации. Существующие критерии оценок, включающие тесты и экзамены, не подходят для цифрового обучения.

Ни один учитель не может с уверенностью оценить, написано ли домашнее задание самостоятельно или же элементарно переписано.

Учителям необходима серьезная подготовка к использованию онлайн-инструментов и платформ. Не все они готовы к новой ситуации, которая еще больше открывает проблемы с нашим общим образованием.

Все мы осознаем, что если мы хотим улучшить качество образования, нам необходимо лучше использовать цифровые технологии, но нам также необходимо обеспечить соответствующую поддержку и обучение учителей для поддержания качества обучения.

На вопрос об их опыте обучения онлайн-учителя ответят: «Большинство учеников посещают занятия и выполняют домашнее задание, но теперь мы не можем сказать, выполнили ли они эти задания самостоятельно или это было коллективное усилие. Как учителя, мы оказались неподготовленными. Это действительно сложно, поскольку у нас никогда не было обучения дистанционному обучению».

Очевидно, что ситуация затрагивает все общество, и всем нужно объединиться, чтобы мы могли преодолеть пандемию. Однако мы не должны позволять ситуации ставить под угрозу качество обучения тех, в чьих руках лежит будущее нашей страны. Так как длительное использование учебными заведениями онлайн обучения может привести к следующим проблемам:

– вероятности снижения успеваемости в будущем;

– оказание негативного влияния гаджетов на развитие учащихся, излишняя зависимость от них приводит к замкнутости и к развитию неумения общения среди своих ровесников, к нежеланию чтения книг в оригинале;

– к потере интереса заниматься каким – либо видом спорта.

Что же касается студентов, проходящих обучение в высших учебных заведениях, то здесь дело обстоит немного иначе. Обучение у них проходило с помощью платформы Zoom, в которой могли быть использованы видео – конференции, где преподаватель мог предоставить учебные материалы, видео – ролики и многое другое прямо во время эфира. Немного позже каждый университет открыл индивидуальную платформу. Например, Термезский государственный университет – mt-terdu.edu.uz. На этой платформе расположено большое количество учебного материала по всем предметам, которыми студенты могут воспользоваться в любое удобное для них время.

Для тех, кто выбрал университеты и институты в других странах, такое обучение – это оптимальный вариант, так как не нужно производить оплату за проезд, еду, проживание – можно, находясь дома, получать образование. Онлайн-обучение дает больше возможностей. Студенты могут совмещать обучение и работу, приспособить свой рабочий график (и свой досуг) к своим университетским занятиям; тем более, если вы посещаете асинхронный класс: онлайн-класс, где вам не нужно входить в систему в определенное время для живого сеанса, но вы можете учиться и взаимодействовать со своим инструктором и другими однокурсниками в своем собственном темпе.

Но, тем не менее, не стоит забывать и о том, что это достаточно молодое направление, в результате чего нужно учитывать определенные минусы:

– не будет соответствующего контроля за индивидуальным выполнением задания студентом, так как он сможет в любой момент воспользоваться доступным материалом из интернета;

– появляется нехватка социализации учащихся между собой, с преподавателями и другими участниками процесса обучения, исчезает чувство конкуренции и это приводит к постепенной потере интереса к предметам;

– некоторые преподаватели только делятся материалом со студентами, но не преподают его. Иногда в основе онлайн-тестирования лежит принцип «разберись сам».Студенты не получают настоящих, длительных знаний.

– иногда не учитывается тот факт, что во время онлайн-тестирования учащийся может потерять подключение к Интернету, так как на сегодняшний день скорость в Узбекистане не столь высокая, а в некоторых регионах и вовсе может отсутствовать подключение. И в том случае, если это происходит, учащийся получает оценку на основе количества вопросов, на которые были даны ответы и которые были записаны в системе до того, как соединение было потеряно.

Ведь смысл электронного обучения не в процессе, а в результате: в повышении результативности и в успехе [Аллен, 2016 : 28]

Таким образом, складывается необходимость создания единой платформы, отвечающей всем требованиям на сегодняшний день и дающей наиболее полное разъяснение тем лекций и решений каких-либо заданий и тестов. Заинтересовать студентов, создав им атмосферу конкуренции, целью которой будет являться возобновление социализации. Не оставлять без внимания возможные проблемы с интернетом. Учитывать возможности и требования студентов.

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ПОВЫШЕНИЕ УЧЕБНОЙ МОТИВАЦИИ НА ДИСТАНЦИОННОМ ОБУЧЕНИИ
(на примере на подготовительного отделения)

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Аннотация: В статье рассматривается проблема повышения мотивации слушателей подготовительного отделения в процессе обучения их русскому языку как иностранному. Рассмотрены основные факторы, позволяющие мотивировать слушателей, находящихся на онлайн-обучении. Делаются выводы о педагогическом общении, взаимодействии и сотрудничестве преподавателя и слушателей.
Ключевые слова: учебная мотивация, потребности, слушатели подготовительного отделения, преподаватель, онлайн-обучение.

Annotation: The article considers the problem of increasing the motivation of students of the preparatory department in the process of teaching them Russian as a foreign language. The main factors allowing to motivate listeners who are on online training are considered. Conclusions are drawn about the pedagogical communication, interaction and cooperation of the teacher and students.
Keywords: educational motivation, needs, students of the preparatory department, teacher, distance learning.

В настоящее время особенно важно учиться с удовольствием и интересом.Интенсивно развивающаяся система российского образования позволяет овладеть знаниями и навыками выбранной специальности. Профессиональные знания формируются только в условиях позитивного отношения будущего специалиста к обучению в вузе.

В Астраханском медицинском университете ежегодно предвузовскую подготовку проходят слушатели из стран дальнего и ближнего зарубежья, окончившие школу, колледж, а также иностранные граждане, имеющие среднее или высшее образование. Набор потребностей у слушателей отличается, это зависит от внешних и внутренних факторов. Перед преподавателем стоит задача поддержать и повысить мотивацию, поскольку именно «развитие мотивационной сферы является одним из факторов успешности» в обучении [Вохмина, Нечаева,2016: 5].

Управление мотивацией является одной из важнейших проблем русского языка как иностранного (далее – РКИ). Для оптимальной организации учебного процесса необходимо знать мотивы изучения русского языка и направлять учащихся на достижение поставленных целей. Поэтому в данной статье рассмотрим основные факторы, обеспечивающие учебную мотивацию слушателей подготовительного отделения, обучающихся онлайн.

В учебной деятельности мотивы находятся в «соподчинении и соотношении», «доминирующими» могут стать как внутренние, так и внешние мотивы человека [Вохмина, Нечаева, 2016: 5]. Они обеспечивают направленность обучающегося на побуждение к действию и связаны с потребностями человека. А.Н. Леонтьев определяет мотив как объект, отвечающий той или иной потребности и который, отражаясь субъектом, ведет его деятельность [Леонтьев, 1971: 147].

У слушателей подготовительного отделения профессиональная мотивация связана с успешным овладением иностранного языка, языка специальности, престижем, продолжением семейных традиций, коммуникативными потребностями, альтруистическими мотивами.

Для классического формата «аудитория – преподаватель – слушатель» важным является получение новых знаний, коммуникативная потребность в учебно-профессиональной деятельности и в бытовой сфере. Обучение в таком формате строится на педагогическом общении, взаимодействии и сотрудничестве в процессе познавательной деятельности, «принципе сознательности» [Розанова, 205: 114].

Дистанционная форма обучения предполагает взаимодействие на расстоянии в формате «виртуальная аудитория – преподаватель – слушатель». В процессе такого обучения отсутствует ярко выраженное участие педагога. Обучение строится на базе педагогического общения с преподавателем и коммуникативным взаимодействием учащихся только в рамках занятия. Слушатели подготовительного отделения находятся вне коммуникативной деятельности и это не дает им почувствовать связь с интересующей сферой общения. Они не могут ощутить социальную значимость предлагаемого им материала.

Как известно, «учебная деятельность, протекает наиболее успешно там, где она максимально мотивирована», поэтому для создания высокого и стабильного уровня мотивации в онлайн-обучении преподаватель подбирает учебный материал таким образом, чтобы обучающийся быстро и успешно усвоил тему [Рогачева, 1998: 71]. Использование рабочих листов, аудио- и видеоматериалов позволяет организовать продуктивную работу на уроке РКИ с учетом индивидуальных особенностей учащихся, для повышения заинтересованности слушателей.

Особое значение при изучении иностранного языка имеет самостоятельная работа учащихся, проводимая с помощью маршрутного листа. Такая форма работы представляет собой «план действий иностранного студента для выполнения и закрепления изученного материала согласно учебной программе» и способствует систематизации и «структурированию учебного материала» [Юсупалиева, Курманова, 2021: 494].

Дистанционные занятия показывают, что обучение чтению, общению с группой, знакомство с основной профессиональной терминологией возможно за короткий период времени. Отобранные в соответствии с коммуникативными потребностями темы и ситуации общения обеспечивают эмоциональную активизацию, что повышает качество усвоения материала, а также активизируется умственная деятельность, снятие эмоциональной напряженности. Благоприятный эмоциональный климат в группе поддерживается также с помощью творческой активности учащихся на уроке и во внеучебное время. Так слушатели Астраханского ГМУ принимают участие в поэтических конкурсах, флешмобах, что способствует развитию личности обучаемых, «создавая условия для самореализации и самосовершенствования» [Мошкин, 2017: 95].

Таким образом, проблема повышения учебной мотивации иностранных слушателей на дистанционном обучении является важной задачей в настоящее время, так как от этого зависит эффективность учебного процесса. Учебная мотивация складывается под влиянием факторов, позволяющих проводить целенаправленную работу для создания условий познавательной активности на онлайн-обучении. Это связано с факторами, отвечающими за коммуникативную потребность иностранных учащихся. Уровень мотивации зависит от стремления к успешности в обучении и достижении поставленных целей, внутренних и внешних мотивов, взаимосвязанных и взаимозависимых друг от друга.

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К ВОПРОСУ О ФОРМИРОВАНИИ И РАЗВИТИИ ИНТЕЛЛЕКТУАЛЬНО-ТВОРЧЕСКОГО ПОТЕНЦИАЛА СТУДЕНТОВ-ФИЛОЛОГОВ

ON THE FORMATION AND DEVELOPMENT OF THE INTELLECTUAL AND CREATIVE POTENTIAL TO PHILOLOGY STUDENTS

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Аннотация. В статье рассматривается вопрос необходимости инновационных изменений в профессиональной подготовке студентов-филологов. Представлен один из возможных вариантов реализации метода проектов впроцессе преподавания курса «Стилистика и культура речи». Использование данной инновационной педагогической технологии обеспечивает развитие у студентов самостоятельности и творческой активности.
Ключевые слова: инновационные технологии; метод проектов; презентация, культура речи, самостоятельная работа.

Abstract. The article discusses the need for innovative changes in the professional training of philology students. One of the possible options for the project method implementation in the process of teaching cours «Stylistics andSpeech Culture» is presented. The use of this innovative pedagogical technology ensures the students' independence creative activity development.
Key words: innovative technologies; project method; presentation, speech culture, independent work.

Современное общество, как сложное дифференцированное, социальное образование, выдвигает усложняющиеся требования к образованию и воспитанию студентов, способных к гибкой адаптации и творческому решению проблем в меняющихся условиях и реалиях социума. Сегодня задачами образования и воспитания являются не только формирование функциональных компетенций обучаемого, но и воспитание таких личных качеств, которые позволят ему определить свою образовательную траекторию и карьерный рост.

Переход к рыночной экономике предъявляет новые требования к личности, уделяя все больше внимания ее творческим способностям. В условиях подвижной конъюнктуры на рынке труда востребованы специалисты инициативные и творчески активные, профессионально мобильные и подготовленные к самообразованию. В настоящее время владение человеком определенными профессиональными знаниями, умениями и навыками не является единственным показателем его квалифицированности и профессионализма. Современному работнику необходимо быть интеллектуально и духовно развитой личностью, самостоятельной и ответственной, способной к сотрудничеству.

Для того чтобы сегодняшний выпускник мог отвечать всем требованиям современного общества, высшим образовательным учреждениям необходимо перенести акценты в процессе обучения с накопления готовых знаний, умений и навыков на формирование личности, владеющей технологией творческого труда, способной создавать новое. Поэтому цели и задачи, которые ставит перед собой образование, невозможно успешно решать только объяснительно-иллюстративными методами, ориентирующими обучающихся на усвоение готовых знаний. В процессе преподавания необходимо использовать такие методы, которые способствовали бы подготовке квалифицированных специалистов, способных самостоятельно и творчески решать стоящие перед ними задачи [Полат, 2009: 96].

Преподаватель на современном этапе создает условия для формирования личности обучаемого, вовлекает каждого студента в активную познавательную деятельность, организует учебные ситуации, в которых студент может пробовать свои силы для решения возникающих учеб-

ных проблем, знакомит с путями получения необходимой информации с целью формирования собственного аргументированного мнения по тому или иному вопросу.

В условиях нарастающего информационного потока, бесспорно, особое внимание необходимо уделять развитию речи и речевой культуры обучающихся.

Во все времена культура речи считалась неотъемлемой чертой общей культуры. «Высокая культура разговорной и письменной речи, - писал в этой связи академик В.В.Виноградов, - хорошее знание и чутье родного языка, умение пользоваться его выразительными средствами, его стилистическим многообразием – самая лучшая опора, самое верное подспорье и самая надежная рекомендация для каждого человека в его общественной жизни и творческой деятельности» [Виноградов, 1993: 12].

В последнее время приходится с сожалением констатировать, что на фоне информатизации общества русский литературный язык претерпевает массовое влияние других форм языка, нарушаются литературные нормы, заметно снизился уровень культуры владения языком, что обусловливает чрезвычайную важность и необходимость изучения так называемых речеведческих дисциплин («Культура речи», «Стилистика русского языка», «Русская ортология», читаемых на факультете русской филологии Узбекского государственного университета мировых языков) для профессиональной подготовки специалистов-филологов.

Под профессиональной подготовкой будущего специалиста понимают не только владение специальными умениями и навыками трудовой деятельности, но и культуру профессионального общения, поведения и речи.

В условиях модернизации образования в нашей республике все больше внимания обращается на организацию самостоятельной работы студентов, как одного из важных критериев оценки качества подготовки специалистов. Необходимо отметить, что самостоятельная работа, ее планирование, организационные формы и методы, система отслеживания результатов являются одним из наиболее проблемных мест в практике профессионального образования, особенно применительно к современной образовательной ситуации. Это неоднократно отмечалось в исследованиях, посвященных проблемам планирования и организации самостоятельной работы студентов. Самостоятельная работа как вид учебной и научно-исследовательской деятельности студентов имеет свои задачи и отличается определенной спецификой от учебной деятельности, осуществляемой под непосредственным руководством преподавателя. Основной ее задачей является развитие у студентов умения приобретать научные знания путем личных поисков и активного интереса к приобретению знаний, а также формирование у них интереса и творческого подхода к своей учебной, научной и практической работе [Вербицкий, 1998: 67].

Самостоятельная работа студентов должна отвечать следующим дидактическим требованиям:

– она должна осуществляться самими студентами - быть системой их собственных действий, руководимых преподавателем, но без его непосредственной помощи;

– должна опираться на личный интерес студентов к избранной специальности;

– решать конкретные дидактические задачи, вытекающие из необходимости глубокого и прочного усвоения изучаемого предмета; - формировать навыки и умения, обеспечивающие рост самостоятельности студентов при решении учебных познавательных задач;

– стимулировать познавательную активность как условие развития познавательного интереса студентов;

– обеспечивать возможность получения новых сведений профессионального характера посредством чтения литературы по специальности и использования других источников информации [Лаврентьев,2002:158].

При составлении системы проблемных задач особое внимание следует уделить заданиям, требующим от студента самостоятельной постановки проблемы - важного этапа творческой деятельности, а также заданиям, способствующим развитию целеполагания, играющего ведущую роль в развитии личности.

Творческие способности проявляются в умении разрешать реальные противоречия и тем самым обновлять схемы деятельности и общения, созидать общественно значимый продукт. За этим умением скрываются определенные социальные параметры, одним из которых и является самостоятельность. Самостоятельность формирует творческие способности потому, что она есть, во-первых, свободная деятельность, направленная на перестройку самих схем, способов деятельности; во-вторых, порождает в сознании диалектическое мышление, что является неотъемлемым компонентом творчества; в-третьих, развивает свободное самоопределение студентов; в-четвертых, формирует через самоопределение целостную субъективность личности; в-пятых, содействует полной самореализации студента.

Самостоятельная работа характеризуется умением анализировать исходную ситуацию, выдвигать гипотезу, моделировать искомое или потребное состояние объекта, находить альтернативы напрашивающимся решениям. К их числу можно отнести очень важное комплексное умение проводить проблемный анализ изучаемого, вычислять проблему и конкретизировать ее.

Эффективность самостоятельной работы зависит от знаний, опыта и интуиции, приобретенных на базе необходимых правил, алгоритмов, а также от наличия у студента общих качеств, характеризующих любую личность, независимо от рода деятельности: эрудированности, способности к анализу и самоанализу, гибкости и широты мышления, активности, развитого воображения и т.д. В последние десятилетия в теории и практике высшего профессионального образования все больше внимания уделяется активным и интерактивным формам, методам и технологиям обучения, которые могут стать эффективным средством подготовки студентов.

В арсенале каждого преподавателя всегда есть свой комплекс методических приемов и форм их реализации для формирования у студента разных компетенций. Одним из видов самостоятельной деятельности, в ходе которой у студентов формируются и развиваются определенные черты творческого мышления, достаточно распространенным сегодня и эффективным является *метод проектов,* позволяющий решать задачи формирования интеллектуальных умений и творческого развития студентов.

Выполнение мини - проектов на учебных занятиях по культуре речи дает возможность студенту с любыми индивидуально-психологическими способностями почувствовать себя «на плаву», быть непосредственным участником процесса обучения. Такая форма работы кратковременна, достаточно мобильна и способствует саморазвитию, самосовершенствованию и самореализации студентов в учебном процессе.

Наша практика преподавания показывает, что примером подобной работы могут служить мини-проекты, которые были выполнены студентами-бакалаврами и магистрантами в процессе изучения курсов «Стилистика и культура речи». После изучения теоретического материала о нормах русского литературного языка, студентам и магистрантам были предложены темы для проектной работы, причем темы носили общий характер, например: «Языковые ненормативности в СМИ», «Особенности языка рекламы», «Общая культура речи и проблема молодежного сленга» и т.д. и являлись прежде всего отправной точкой для самостоятельного поиска. Суть проекта заключалась в анализе речевого отрывка или текста на предмет допущенных ошибок. Студенты могли сами выбрать область или сферу общественной жизни и при необходимости изменить или конкретизировать тему проекта. Выполненные мини-проекты свидетельствовали о несомненном интересе, вызванном у студентов, данной работой. Были представлены проекты на темы: «Язык рекламы», «Компьютерный сленг», «СМИ и культура речи», «Ошибки в употреблении фразеологизмов в современных песнях», «Ошибки в речи политиков» и многие другие. Некоторые проектные работы были удачно решены в техническом исполнении: презентация предусматривала не только зрительное восприятие, но и слуховое, т.е. сопровождалась фрагментами аудио- и видеозаписей.

Выявленные ошибки в речи людей или в текстах подвергались анализу, который содержал не только классификацию ошибок и их частотность, но и причины порождения данных ошибок.

Также стоит отметить, что подготовка студентами самой презентации, как формы демонстрации результатов проекта, является наиболее оптимальным вариантом: во-первых, при подготовке презентации развиваются речевые механизмы, т.е. уровень овладения средствами языка и формируется филологическое мышление, во-вторых, расширяются фоновые знания студента - его кругозор и информированность, в-третьих, развиваются познавательные функции психики, т.е. различные приемы запоминания, интеллектуальные функции: синтез-анализ, языковые обобщения, абстракции, формируется логика мышления - последовательность изложения материала, информативность и полнота высказывания, взаимосвязь аргументов и следствий.

Все вышеизложенное позволяет сделать вывод о том, что подготовка презентации и в целом работа над мини-проектом является эффективным способом не только развития языковой компетенции, но и мощным стимулом для обеспечения максимальной мыслительной активности студента.

Данная форма работы не даёт студентам готовых и однозначных решений, подталкивая их к самостоятельному и креативному мышлению, развивает навыки самообразования и самоконтроля, повышается информационная культура студентов, их способность к самооценке.

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УПРАЖНЕНИЕ. ОПРЕДЕЛЕНИЕ. СТРУКТУРА. СИСТЕМА И КОМПЛЕКС УПРАЖНЕНИЙ

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Аннотация: В этой статье я дал краткий обзор важности упражнений в изучении иностранного языка, их структуры.

Ключевые слова: Упражнение, аспект, Структура, Определение, Система упражнений

Annotation: In this article, I gave a brief overview of the importance of exercises in learning a foreign language, their structure.

Keywords: Exercise, Aspect, Structure, Definition, Exercise System

Методисты с полным основанием относят проблему типологии упражнений, к числу наиболее важных вопросов современной методики обучения иноязычной речи. Любая, в том числе и речевая, деятельность основывается на соответствующих навыках и умениях. И поскольку навыки и умения формируются в упражнениях, проблема определения типов и видов упражнений, последовательности их выполнения в процессе обучения языку приобретает особую актуальность. Упражнение играет доминирующую роль в учебно-воспитательном процессе. По сути дела, все методы и приёмы, используемые учителем, должны быть в конце концов материализованы в упражнении, в практике пользования иностранным языком как средством общения. Какой бы тип урока не взяли, какому бы виду речевой деятельности ни обучали, главной

составной частью структуры любого урока остается упражнение в широком понимании этого термина. Отсутствие большого числа упражнений, недостаток должного учебного напряжения при выполнении непрерывно следующих друг за другом упражнений делают урок иностранного языка в высшей мере неэффективным, притупляют интерес учеников к этому учебному предмету. Напротив, превалирование различных активных упражнений на уроке создает все необходимые условия для непрерывной практики в иноязычной деятельности учеников. Сказанное свидетельствует о том, что упражнение как метод обучения должно пронизывать все звенья и все стадии обучения иностранному языку в школе. В методической литературе существуют разные подходы к определению целей, задач, роли упражнений в обучении иностранному языку и, соответственно, разные критерии их классификации и типологизации.

Прежде чем перейти к характеристике структуры упражнения следует определить понимание термина «упражнение». В педагогической литературе упражнение рассматривается как «планомерно организованное повторное выполнение действия (умственного или практического) с целью овладения им или повышения его качества»[1].

С.Ф. Шатилов определяет упражнение как «специально организованное в учебных условиях одно- или многоразовое выполнение отдельной или ряда операций либо действий речевого (или языкового) характера».[2]

В «Словаре методических терминов» Щукина А.Н. и Азимова Э.Г. даётся следующее определение упражнения: «Упражнение – структурная единица методической организации материала непосредственно в учебном процессе, которая обеспечивает предметные действия с этим материалом и формирование на их основе умственных действий»[3].

Исследованию структуры упражнений в методической литературе до сих пор уделялось мало внимания. Это, конечно, не означает, что методисты и учителя пользовались какими-то «бесструктурными» упражнениями. Описание структуры упражнений носит фрагментарный характер и не охватывает всех аспектов языка и видов речевой деятельности.

Упражнение является лишь частным видом деятельности вообще. В каждом упражнении можно выделить два компонента: целевой и исполнительный (с включением контроля и самоконтроля). Цель в общем методе определяет лишь конечный результат обучения языку. Цель упражнения формулирует ближайшие задачи, связанные с формированием знаний, навыков и умений, Общая цель всегда носит коммуникативный характер, цель упражнения может быть как тренировочной, так и коммуникативной. Аналогичное соотношение имеет место и во втором звене. Основным средством достижения конечных целей в общем методе является учебная деятельность (коммуникативная и познавательная). Главным способом выполнения ближайших целей служат различного рода действия: дифференцировка, имитация, подстановка, трансформация. Обратная связь в упражнениях также имеет свои особенности. В общем методе обратная связь рассматривается лишь в принципиальном плане. В упражнениях же она приобретает конкретную форму программированных (система ключей в учебниках и других программированных пособиях, проверка с помощью обучающих машин и др.) и непрограммированных (под руководством учителя) способов. Таким образом, соотношение структуры общего метода и структуры упражнений есть соотношение общего и единичного.

Целевой аспект упражнений представлен в виде так называемых инструкций, заданий, задач. В своей совокупности они должны обеспечить выполнение ближайших целей. В зависимости от типов упражнений формулировка целей существенно меняется.

Многие упражнения проверяются традиционным способом: исправление учителем ошибок в устной речи и чтении учащихся, ошибок в диктантах и других письменных упражнениях. Также и контроль за ходом выполнения упражнений осуществляется традиционными приемами, то есть под руководством и при непосредственном участии самого учителя.

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Итак, упражнение состоит из двух основных компонентов: цель и действия по ее реализации. Однако характеристики каждого из структурных компонентов заметно меняются в зависимости от типов упражнений.

Система упражнений, по данным педагогической науки, является главным фактором, обеспечивающим успех в овладении речью как на родном, так и на иностранном языках. «...Систематичность упражнений, – писал К. Д. Ушинский, – есть первая и главнейшая основа их успеха, и недостаток этой систематичности – главная причина, почему многочисленные и долговременные упражнения в орфографии дают весьма плохие результаты»[1].

Проблема создания системы упражнений для обучения иностранному языку с учетом условий его преподавания относится к числу самых актуальных в практическом отношении и наиболее сложных в теоретическом плане.

Ее актуальность определяется тем, что практическая методика обучения иностранным языкам пока не располагает достаточно эффективной, цельной и полной системой упражнений. Между тем, какими бы эффективными ни были отдельные типы или виды упражнений, не они определяют успешность обучения языку в целом. Успех обучения может гарантировать только рациональная системаупражнений.

В теоретическом плане эта проблема относится к наиболее сложным, поскольку с ней связаны такие не до конца решенные задачи методики, как вопросы взаимосвязанного развития речевых умений, вопросы формирования и совершенствования навыков как автоматизированных компонентов умений, вопросы мотивации в овладении иностранным языком вне языковой среды, и многие другие. Под системой упражнений здесь понимается такая совокупность необходимых типов, видов и разновидностей упражнений, выполняемых в такой последовательности и в таком количестве, которые учитывают закономерности формирования умений и навыков в различных видах речевой деятельности в их взаимодействии и обеспечивают максимально высокий уровень овладения иностранным языком в заданных условиях.

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O‘ZGA TILLARNIO‘RGANISHDA INTEGRATIV YONDASHUV: TIL VA MADANIYATLARARO MULOQOT

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Annotation: In the process of learning a language, students use the most convenient and modern methods. However, it should be noted that each language has its own national characteristics. Therefore, in the process of learning a foreign language, it is necessary to become aware of the national and mental characteristics of the speakers of that language. It’s the perfect language to learn, even easier. The subject of “Linguoculturology” plays an important role in this. Or when translating works from Uzbek into another language, it is necessary to know the linguocultural aspects of the language. Otherwise the translation will not be perfect.
Keywords: foreign language, language learning, linguoculturology, translation, national-mental aspects, anthroponyms, exotisms

Annotasiya: Til o‘rganish jarayonida talabalar eng qulay va zamonaviy usullardan foydalanadilar. Lekin shuni alohida ta’kidlash lozimki, har bir tilning o‘ziga xos milliy xususiyatlari bor. Shuning uchun chet tilni o‘rgansih jarayonida o‘sha til egalarining milliy-mental xususiyatlari haqida ham ma’lumotga ega bo‘lib borish lozim. Bu o‘sha tilni mukammal, hattoki osonroq o‘rganish uchu asos bo‘ladi. Bunda “Lingvokulturologiya” fanining ahamiyati katta. Yoki o‘zbek tilidagi asarlarni boshqa tilga tarjima qilayotganda mazkur tilning lingvomadaniy jihatlarini ham yaxshi bilish shart. Aks holda tarjima mukammal bo‘lmaydi.
Kalit so‘zlar: chet til, til o‘rganish, lingvokulturologiya, tarjima, milliy-mental jihatlar, antroponimlar, ekzotizmlar, mustaqil izlanish.

Bo‘lajak filolog mutaxassislarini kasbiy sohaga tayyorlashda boshqa fanlar qatori “Lingvokulturologiya” fanining o‘ziga xos o‘rni va ahamiyati bor. Shuni ta’kidlash lozimki, til o‘rganuvchilar har qaysi tilning lingvokultutologik jihatlariga duch keladilar. Lingvokulturologiya – madaniyat va tilning qo‘llanish jarayoni maqomidagi o‘zaro ta’sirlashuvlarni o‘rganuvchi fandir. Lingvokulturologik tadqiqotlar sotsiolingvistika, etnolingvistika, psixolingvistika, lingvomamlakatshunoslik, madaniyatshunoslik va boshqa shunga yaqin sohalararo miqyosda olib boriladi.[1]

Tilni o‘rganish va uni amaliyotda qo‘llash, o‘rganilgan tilda yaratilgan badiiy adabiyot namunalarini o‘qish jarayonida birmuncha mulohaza qilishga to‘g‘ri keladi. Qaysi tilni o‘rganishdan qat’i nazar, til o‘rganish jarayoning boshlanishidayoq o‘sha tilning lingvokulturologik juhatlariga duch keladilar. Masalan, joy nomlari antroponimlar, muomala-munosabat shakllari, qarindoshlik ma’nosini ifodalovhi so‘zlar, hayvon nomlari, o‘simlik nomlari, mahsulot nomlari, milliy kiyim, milliy oziq-ovqat nomlari vb. Jumladan, o‘zbek tiliga tarjima qilingan badiy asarlarning qaysi tilda ekanligini dastlab unda qo‘llangan kishi ismlari-antroponimlardan bilsih mumkin: yapon, fransuz yoki ingliz ekanligini ismlardan, murojaat shakllaridan bilish mumkin. Shuningdek, tarjimani o‘qiyotgan o‘zbek kitobxoniga ham asar yaratilgan xalq madaniyatiga oid birliklar, urf-odatlar, stereotiplar haqida qo‘shimcha ma’lumot berishga to‘g‘ri keladi.

Olam, tabiat va jamiyatning eng muhim tomonlarini, qonun-qoidalarini, aloqadorliklarini ifodalaydigan qadriyatlar umumbashariy xususiyatga ega. Bunday qadriyatlar o‘z ahamiyatini yo‘qotmaydigan, abadiy qadriyatlardir. Muayyan bir elat, millat, xalqning hayoti, turmush tarzi, tili, madaniyati, ma’naviyati, urf-odat va an’analari, o‘tmishi va kelajagi bilan bog‘liq qadriyatlar milliy qadriyatlardir. Inson, uning faoliyati, turmush tarzi, e’tiqodi, umr ma’nosi, odobi, go‘zalligi bilan bog‘liq qadriyatlar shaxsiy qadriyatlardir. Qadriyatlar komil insonni tarbiyalashda muhim omil bo‘lib xizmat qiladi.[6.]

Milliy qadriyatlar murakkab ijtimoiy-ruhiy hodisa bo‘lib, u millatning genofondi, tili, turmush tarzi, madaniyati, tarixi, urf-odatlari, an’analari, milliy ongi, moddiy va ma’naviy boyliklari, iqtisodiy, ijtimoiy-siyosiy hayotining barcha jihatlarida namoyon bo‘ladi. O‘z milliy qadriyatiga ega bo‘lmagan

millat yo‘q. [6.] Markaziy Osiyoga xos bo‘lgan tug‘ilgan makon va ona yurtga muhabbat, avlodlar xotirasiga sadoqat, kattalarga hurmat, muomalada mulozamat, hayo, andisha kabi jihatlar ustuvorligi bilan belgilanadi. Butun dunyodagi juda ko‘p xalqlar biz–o‘zbeklarning ota-onaga, uztozga bo‘lgan hurmatimiz, nonga nisbatan e’zozimiz, marhumlar ruhiga bo‘lgan e’tiborimiz, tug‘ilib o‘sgan makon–Ona- yurtga mehr-muhabbatimiz, duoni qadrlashimiz, mahalla ko‘ydagi oqibatimiz, ibo, hayo, sadoqat, or-nomusni joyiga qo‘yishimizga havas bilan qarashadi, tan berishadi. Tarixiy manbalarda ajdodlarimizning bitmas-tuganmas ma’naviy merosi va tarixiy an’analari asrlar davomida saqlab kelinganligi o‘z ifodasini topgan. Albatta, bu kabi jihatlar shu tilda yaratilgan badiiy adabiyot namunalarida aks etadi.

Qadriyatlar ham madaniyatning bir qismi. Madaniyat har bir shaxsning insoniyat yaratgan bilimlarni, ma’naviy qadriyatlarni, tartib-qoidalarni o‘zlashtirib olish, tarbiyalash, jamiyatning to‘la huquqli a’zosi sifatida faoliyat yuritish qobiliyatini shakllantirish vazifasini bajaradi. Aynan madaniyat orqali har bir shaxs jamiyatda to‘plangan tajribalarni, an’analar va urf-odatlarni turmush tarzini o‘zlashtiradi, ular keyingi avlodlarga etkaziladi.

Tarjimalarda bu kabi milliy qadriyatlar ekzotizmlar sifatida boshqa xalqlarning turmushi, uy jihozlari, rasm-odatlari, kiyim-kechaklari va boshqalar haqida informatsiya tashiydi. Va ular stilistik maqsadda tasvirlanayotgan voqea-hodisalarga mahalliy koloritni berish uchun qo‘llanganini ko‘rish mumkin. Bunday ekzotizmlarni izohlash lozim va izoh snoskalarda beriladi.

Madaniyat axborotlarni o‘zlashtirish, bilish, tushunish vazifasini bajaradi. Madaniyat inson uchun dunyoni bilish, dunyo to‘g‘risida turli ma’lumotlar, axborotlar olish, ularni avloddan avlodga, hatto xalqlararo ham o‘tib borishini ta’minlaydi.

Hamma bilimlarning asosida til yotadi. bu o‘z o‘rnida til fanining boshqa fanlar bilan bog‘liqligini ko‘rsatadi. Fanlararo bog‘lanish turli ta’lim bosqichlarida ko‘proq o‘z yechimini topishi darkor. Ma’lumki, falsafada har bir umumiy tushuncha yakka, juz’iy tushunchalar yig‘indisidan tarkib topadi, degan qoida mavjud. O‘zga tillar uchunham, o‘zbek tili uchun ham biz xuddi shu qoidaga asoslanamiz. Muayyan bo‘laklarga ajratilgan til hodisalarini kuzatish, ularning birini ikkinchisi bilan taqqoslash orqali talaba umumiy ta’rif, qoida va xulosalarga keladi. Bunda talabadan mustaqil izlanish, manbalardan to‘g‘ri foydalanish talab etiladi.

Falsafa fikrlash va rivojlanishga o‘zaro uyg‘unlikda qaraydi. Qaysi soha yoki fan bo‘lmasin, shunga yaqin boshqa soha yoki fan bilan bog‘liqlik jihatlari bo‘ladi. Mantiqan olib qaralganda borliqdagi jamiki narsa va hodisalar bir-biri bilan tizim sifatida bog‘liq. Bu esa bilish, anglash, tahlil qilishda fanlararo bog‘liqlik mavjudligini ko‘rsatadi. Bu bog‘liqlik ularni baravar o‘rganish va tadqiq qilishni talab etadi. Demak, tillarning lingvomadaniy jihatlarini o‘zaro qiyoslab o‘rganish til o‘rganuvchiga ham, til sohibiga ham bo‘lib boy va qimmatli manba xizmat qiladi.

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РОЛЬ ЭЛЕКТРОННОГО УЧЕБНО-МЕТОДИЧЕСКОГО КОМПЛЕКСА В СИСТЕМЕ ОБРАЗОВАНИЯ

ПОПОВА АНАСТАСИЯ АЛЕКСАНДРОВНА
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ИКТ оказывают большое влияние на процесс обучения и воспитания обучаемого, потому что позволяет изменять схему передачи знаний и методы обучения. Тем самым внедрение ИКТ в систему образования не только воздействует на образовательные технологии, но и вводит в процесс образования новые методы. В статье рассматривается положительное влияние ИКТ и средств информатизации на развитие творческих способностей обучающихся; развитие и использование электронных моделей средств обучения.

Ключевые слова: электронные учебно-методические комплексы, электронные учебники, электронный комплекс, учебная информация

ICT has a great influence on the learning and educational process of the student because of allowing to alter the scheme of knowledge transfer and teaching methods. As a result, ICT introduction into the education system not only impacts educational technology but also presents new methods into study process. The article considers the positive influence of ICT and means of informatization on the students creative skills development; use of electronic models of teaching resources.

Keywords: electronic educational and methodological complexes, e-textbooks, electronic complex, educational information.

В настоящее время Республика Узбекистан переживает огромные перемены в различных областях жизни, в том числе и в области образования. Данная сфера претерпевает значительные изменения, связанные с внедрением в учебный процесс средств новых информационных технологий. В результате этого задачи и методы обучения меняются принципиальным образом, максимально приближаясь к индивидуализации обучения. Подобная ситуация наблюдается во всех образовательных учреждениях страны. Информационно-коммуникационная среда, в которую помещен каждый обучаемый, создает все условия для активного использования компьютерных средств и технологий в учебном процессе, повышая при этом значимость и эффективность самостоятельной работы.

Средства обучения на основе компьютерных технологий постоянно совершенствуются. К ним можно отнести электронные учебно-методические комплексы, электронные учебники и презентации, всевозможные мультимедийные материалы. Использование таких средств в процессе обучения влияет на изменение типичной ситуации в процессе подготовки и проведения занятий. В традиционной системе обучающая функция полностью принадлежала преподавателю. Электронные учебно-методические средства дают возможность обучающимся самостоятельно манипулировать предлагаемой учебной информацией, при этом часть обучающих функций педагога переходит на учащихся. Преподаватель лишь поддерживает их, ориентирует в потоках учебной информации и помогает в решении возникающих проблем. [Привалова, 2016]

Эффективность такого индивидуального освоения учебного материала средствами электронных систем во многом зависит от умения обучаемых самостоятельно перерабатывать и обобщать представленную ему информацию, от его знаниевых способностей, а также от методически грамотного построения содержания электронного пособия. Поэтому преподавателю очень важно не только научить учащихся самостоятельно работать с учебным пособием, но и подготовить такое обучающее программное пособие, которое было бы оптимально как с точки зрения методики преподавания дисциплины, так и с точки зрения визуального восприятия материала и удобства поиска информации в нем. Этой цели на сегодняшний день трудно достигнуть преподавателю в одиночку, так как оно требует от преподавателя развития специальных навыков и приемов. Поэтому следует объединиться нескольким специалистам, отвечающим за

определенный участок своей коллективной деятельности, которые будут выступать соавторами созданного электронного учебного средства.

Электронный учебно-методический комплекс – самый сложный и вместе с тем самый эффективный электронный учебный ресурс, который представляет собой самостоятельное систематизированное учебное средство, включающее в себя полный набор учебно-методических материалов, целью которого выступает обучение учащихся по учебным программам. Располагаться физически такой комплекс может либо на сервере учебного заведения либо может быть записан на CD или DVD диски.

Трудности разработки электронного учебно-методического комплекса вполне окупаются при использовании его в процессе обучения. Грамотно построенный электронный комплекс можно не только применять на лекционных занятиях в качестве наглядного средства, но и предлагать учащимся для самостоятельного освоения учебного материала. Кроме того, такой универсальный комплекс будет весьма кстати в системе дистанционного образования, которое сегодня становится очень популярным во всех образовательных системах всего мира. [Аниськин, 2018]

При создании электронного учебно-методического комплекса следует обратить внимание на некоторые важные моменты. Во-первых, его содержание обязательно должно соответствовать государственным требованиям, а также современному уровню научно-технического прогресса в данной области знаний. Во-вторых, структура электронного учебно-методического комплекса должна состоять из логически взаимосвязанных элементов или модулей. Использование мультимедийной информации в процессе обучения способствует более качественному восприятию и запоминанию учебного материала

Содержанием электронного учебно-методического комплекса являются: а) рабочая программа учебного курса, б) логически структурированный теоретический материал по предмету, в) поясняющие примеры с подробным описанием решения, задания и тесты для самоконтроля обучающихся, г) вопросы к выходному тестированию, д) необходимая нормативно-справочная информация. Кроме того, в нем должны быть указаны в явном виде сведения об авторе (фамилия, имя, отчество, контактный телефон, адрес электронной почты), точное название учебной дисциплины, шифр и название специальности, а также примерный объем часов, требующихся на изучение всего курса. [Роберт, 1998]

Несомненно, в современной системе образования применение электронных учебно-методических средств постепенно занимает своё твёрдое место. Но здесь обязательно нужно подтвердить ещё один факт: электронные учебно-методические средства в системе образования оказывают активное влияние и на развитие культуры самостоятельной учебной деятельности учащихся, их самообразования. Однако для ее эффективной организации необходимо выполнять определенные условия. В процессе планирования учебного процесса с применением электронных средств обучения преподавателю необходимо правильно определить объем аудиторной и самостоятельной работы, а также их место в содержании читаемого курса.

Также преподавателю необходимо грамотно распределять соотношение совместной деятельности, постепенно наращивать сложность и время выполнения слушателями самостоятельного учебного задания, побуждать их работать индивидуально и стимулировать к самообразованию. В этом процессе ощутимую помощь могут оказать средства новых информационных технологий.

Постоянный контроль со стороны преподавателя за ходом и результатами самостоятельной учебной деятельности учащихся является одним из важных условий организации образовательного процесса с использованием электронных средств обучения Проводить контроль необходимо таким образом, чтобы он положительно влиял на результаты обучения.

Таким образом, мы указали лишь некоторые наиболее значимые условия эффективного использования электронных учебно-методических средств в процессе организации обучения. Применение данных комплексов в образовании позволяет повысить качество обучения, раз-

вить творческие способности учащихся, что способствует их дальнейшему непрерывному совершенствованию в течение всей жизни.

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PROFESSIONAL DARAJAGA ERISHISH MAQSADIDA PEDAGOGNING VIRTUAL MOBILLIGINI RIVOJLANTIRISH

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Annotatsiya. Maqolada ta’limni modernizatsiyalash va yagona Yevropa ta’lim makonini yaratish sharoitida pedagogning professional darajaga erishishini ta’minlash maqsadida virtual mobilligini rivojlantirish masalasi muhokama qilinadi.

Annotation. The article discusses the development of virtual mobility in order to modernize education and ensure the professional development of teachers in the context of creating a single European educational space.

Kalit so‘zlar: axborot-kommunikatsiya texnologiyalari, modernizatsiya, integratsiya, raqobatbardosh kadrlar tayyorlash, ilmiy-innovatsion faoliyat, xalqaro hamkorlik, hamkorlik maydoni, ilg‘or tajriba, yagona ta’lim makoni, o‘zini shaxsiy-kasbiy rivojlantirish, kasbiy mobillik, virtual mobillik.

Bugungi kunda oliy ta’lim tizimida zamonaviy bilim va yuksak ma’naviy-axloqiy fazilatlarga ega, mustaqil fikrlaydigan yuqori malakali kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko‘tarish, ularning axborot-kommunikatsiya texnologiyalarini o‘zlashtirish asosida kasbiy mahoratini oshirish dolzarb masalalardan biridir. Shu munosabat bilan mamlakatimizda oliy ta’limni modernizatsiya qilish va ilg‘or ta’lim texnologiyalariga asoslangan holda tizimli isloh qilishning ustuvor yo‘nalishlarini belgilash maqsadidaO‘zbekiston Respublikasi Prezidentining 2019 yil 8 oktyabrda PF-5847-sonli “O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish KONTSEPTSIYASIni tasdiqlash to‘g‘risida”gi Farmoni qabul qilindi [Mirziyoyev, 2019: 29]. Mazkur Kontseptsiyada fan, ta’lim va ishlab chiqarishning mustahkam integratsiyasini ta’minlash asosida ta’lim sifatini yaxshilash, raqobatbardosh kadrlar tayyorlash, ilmiy-innovatsion faoliyatni samarali tashkil etish va xalqaro hamkorlikni rivojlantirish masalasi ko‘zlandi.

Xalqaro standartlar asosida yuqori malakali, kreativ-tizimli fikrlaydigan, mustaqil qaror qabul qila oladigan kadrlar tayyorlash, ularning intellektual qobiliyatlarini namoyon etishi va ma’naviy barkamol shaxs sifatida shakllanishi uchun zarur shart-sharoitlar yaratish hamda uning jahon miqyosidagi

raqobatbardoshligini ta’minlash oliy ta’lim tizimini rivojlantirishning strategik maqsadi qilib olindi. Mamlakatimizda yuqori malakali kadrlar tayyorlash jarayonida xorijiy oliy ta’lim muassasalari bilan sheriklik munosabatlarini o‘rnatish va bu boradagi xalqaro ilg‘or tajribalarni o‘rganish maqsadida yagona Yevropa ta’lim makonini yaratish va rivojlantirishga kirishildi. Shu sababdan, mamlakatimizda ish beruvchilar tomonidan ham yuqori malakali mutaxassislarga bo‘lgan talab-ehtiyojlar kuchaydi. Bu esa, ayni paytda yosh mutaxassislar orasida raqobatning kuchayishiga olib kelmoqda. Endilikda, ularning o‘z ustida mustaqil ishlab, o‘zini shaxsiy-kasbiy rivojlantirishga va kasbiy mobilligini o‘stirishga kirishayotganligini kuzatishimiz mumkin.

Shu o‘rinda ta’kidlash joizki, zamonaviy mutaxassis kasbiy faoliyatini muvaffaqiyatli tashkil etishi uchun nafaqat kasbiy bilimlarga ega bo‘lishi, balki hayotiy va kasbiy muammolarni hal qilish sohasida namoyon bo‘ladigan umumlashtirilgan ko‘nikmalar, chet tilida muloqot qilish qobiliyati va axborot texnologiyalarini chuqur egallagan bo‘lishi lozim.

Zamonaviy ta’limni modernizatsiyalash zarurati iqtisodiyotning jadal rivojlanishi, raqobatning kuchayishi natijasida malakasiz ishchi kuchining qisqarishi va bandlikdagi chuqur tarkibiy o‘zgarishlarni yuzaga keltirdi. Shu sababli, kadrlar tayyorlash tizimi yangilanishining asosiy omili iqtisodiy-ijtimoiy sohalar bilan birga, fan, texnika, texnologiya va hududiy mehnat bozorlarini rivojlantirishning istiqbolli ehtiyojlari bilan belgilanadi.

Bugungi kunda oliy ta’limning asosiy maqsadi tegishli daraja va yo‘nalishdagi malakali, mehnat bozorida raqobatbardosh, mas’uliyatli, o‘z kasbini yaxshi biladigan va muayyan faoliyat sohalariga yo‘naltirilgan, o‘z ixtisosligi bo‘yicha samarali ishlashga qodir mutaxassislarni tayyorlashdan iborat.

Zamonaviy oliy ta’lim mutaxassislarni jahon standartlari darajasida muttasil kasbiy o‘sish, ijtimoiy-kasbiy mobillikka tayyorlash va tegishli ta’lim olish ehtiyojlarini qondira oladigan tizimdir [Сахапов, 2016: 140]. Albatta, har bir oliy ta’lim muassasasi kelajakda zamonaviy tafakkurga ega bo‘lgan va xalqaro hamjamiyat doirasidagi hamkorlik maydonida ishtirok eta oladigan mutaxassislarni tayyorlash bilangina mazkur maqsadga erishishi mumkin.

Demak, XXI asrda shakllanayotgan insoniyat tsivilizatsiyasi ehtiyojlarini aks ettiradigan yangi ta’lim paradigmasi ta’lim oluvchilarni nafaqat bilimlar bilan qurollantirish, balki ularda doimiy ravishda mustaqil bilimlarni egallash ehtiyojini shakllantirish, o‘z-o‘zini rivojlantirish ko‘nikmalari va ijodiy qobiliyatlarni shakllantirishni taqozo qilmoqda.Shu sababdan, bugungi kunda oliy ta’lim muassasasi bo‘lg‘usi mutaxassislarga turli xil ta’lim xizmatlarini ko‘rsatishi bilan birga, doimiy ravishda qo‘shimcha ta’lim olish imkoniyatini beradigan ijtimoiy muassasaga aylanishi kutilmoqda. Bu esa, o‘z navbatida, ta’lim sifatini yaxshilashga xizmat qiladigan o‘quv jarayonini axborotlashtirish, o‘qitish metodikasini optimallashtirish va ochiq ta’lim texnologiyalaridan keng foydalanish imkonini beradi.

Ma’lumki, so‘nggi yillarda mamlakatimizda oliy ta’lim tizimini rivojlantirishning uzoq istiqboldagi vazifalari belgilab olindi. Jumladan:

- ✓ o‘quv jarayoniga raqamli texnologiyalar va zamonaviy usullarni joriy etish;
- ✓ bu sohada investitsiyalarni jalb qilgan holda xalqaro sheriklikni rivojlantirish, nufuzli xorijiy oliy ta’lim muassasalari bilan raqobat muhitini yaratish;
- ✓ xalqaro standartlar va milliy an’analar uyg‘unligida yuqori malakali, zamonaviy bilim va virtual akademik mobillikka egaprofessional kadrlarni tayyorlash;
- ✓ jahon miqyosidagi texnologik o‘zgarishlar va investitsiya dasturlari asosida yuqori malakali mutaxassislar tayyorlashning maqsadli parametrlarini shakllantirish;
- ✓ OTM o‘quv rejalarini kredit-modul tizimiga bosqichma-bosqich o‘tkazish;
- ✓ oliy ta’lim dasturlarini individual ta’lim traektoriyalariga asoslangan holda ishlab chiqish;
- ✓ o‘quv dasturlari va o‘quv-uslubiy materiallar mazmuniga xalqaro ta’lim standartlariga asoslangan ilg‘or pedagogik texnologiyalarni singdirgan holda mustaqil ta’lim soatlari ulushini oshirish;
- ✓ «tyutorlik» tashkiliy-uslubiy yordam tizimini joriy etish orqali professor-o‘qituvchilarning kasbiy muloqot maydonchalarini yaratish va talabalarning mustaqil ta’lim olish faoliyatini rivojlantirish;

- ✓ xorijiy tajribalardan kelib chiqib, ta’lim oluvchilarning akademik faoliyatini tashkil etish;
- ✓ respublika OTMlararo ichki akademik mobillik dasturlari va o‘zaro tajriba almashish mexanizmlarini amaliyotga tatbiq etish;
- ✓ xorijiy oliy ta’lim muassasalari bilan hamkorlik doirasida professor-o‘qituvchilar akademik mobilligi dasturlarini rivojlantirish kabi ustuvor yo‘nalishlar asosida amalga oshiriladi.

Ta’lim jarayonida raqamli texnologiyalar:

1) zamonaviy axborot-kommunikatsiya texnologiyalari va ta’lim texnologiyalarining mustahkam integratsiyasini ta’minlash maqsadida pedagog kadrlarning kasbiy mahoratini uzluksiz rivojlantirib borish uchun qo‘shimcha sharoitlar yaratish;

2) ta’lim jarayonini individuallashtirish, masofaviy ta’lim xizmatlarini rivojlantirish, vebinar, onlayn, «blended learning», «flipped classroom» texnologiyalarini amaliyotga keng joriy etish;

3) zamonaviy axborot-kommunikatsiya texnologiyalari asosida masofaviy ta’lim dasturlarini tashkil etish;

4) o‘quv mashg‘ulotlarini onlayn kuzatish va o‘zlashtirish imkonini beruvchi «bulutli texnologiyalar»dan foydalanish va elektron axborot saqlovchilarga yuklovchi «E-MINBAR» platformasini amaliyotga tatbiq etish;

5) ta’lim muassasasini tamomlagandan so‘ng yosh pedagog kadrlarning kasbiy malakasini uzluksiz oshirib borish imkoniyatlarini kengaytirish maqsadida masofaviy elektron kutubxona fondi va axborot bazalaridan foydalanishini ta’minlovchi tizimni keng joriy etish orqali amalga oshiriladi.

Mamlakatimizda mana shunday zamonaviy ta’lim muhitini yaratish va uning rivojlanishini ta’minlash maqsadida yagona Yevropa ta’lim maydonida o‘zaro hamkorlik aloqalarini o‘rnatishga kirishildi. Bunda bir qator umumjahon ta’lim tendentsiyalarini hisobga olgan holda:

– «hayot davomida ta’lim olishni» shakllantirish;

– har bir shaxsning o‘z imkoniyatlarini ro‘yobga chiqarishi uchun ta’limiy shart-sharoitlarni yaratish;

– global muammolarni hal etishda hamkorlik qilish maqsadida «sayyora tafakkuri»ni shakllantirish;

– madaniyatlararo o‘zaro ta’sir ko‘lamini kengaytirish, ijtimoiy bag‘rikenglikni shakllantirish, madaniyatning globallashuvi sharoitida o‘z ildizlarini saqlab qolishda ta’limning rolini oshirish;

– mutaxassislarni turli xil vaziyatlarga bardosh bera oladigan va ularning malakasini oshirish, qayta tayyorlash va kasbiy mobilligini o‘stirishga imkon beradigan vakolatli vazifalar belgilab olindi.

Mazkur umumjahon ta’lim tendentsiyalari Bolonya dekloratsiyasida belgilangan ustuvor yo‘nalishlardan biridir. Bolonya dekloratsiyasi har qanday fuqaro uchun kasbiy faoliyat va kundalik shaxslararo muloqotda foydalaniladigan muvaffaqiyat kaliti hisoblanadi.Albatta, uzluksiz ta’lim tizimida asosan pedagog shaxsining virtual mobilligini o‘stirishga qaratiladi. Buning uchun esa, uning axborot kompetentligini rivojlantirish talab etiladi [Анохин, 2006: 71].

Demak, virtual mobillikni oshirish ta’limni modernizatsiyalash va axborotlashtirish bilan bog‘liq bo‘lgan juda jiddiy istiqbolga ega jarayondir.Mamlakatimizda ta’lim tizimini axborotlashtirish bir necha yillardan buyon amalga oshirilib kelayotgan jarayon hisoblanadi. Ya’ni, ta’lim jarayoni:

- ➢ XX asrning 80-yillaridan boshlab texnologiyalashtirish;
- ➢ XX asrning 90-yillaridan esa komp’yuterlashtirish;
- ➢ XXI asr boshlarida kuchli shaxsiy komp’yuterlardan foydalanish, yuqori tezlikda ishlaydigan yuqori quvvatli saqlash moslamalari, yangi axborot-telekommunikatsiya texnologiyalari, mulg‘timedia mahsulotlari va virtual makon imkoniyatlaridan foydalanishga kirishildi.

Ta’limni axborotlashtirish:

1) o‘quv jarayonini dasturiy-uslubiy ta’minotini takomillashtirish;

2) turli soha mutaxassislarini maxsus va kasbiy tayyorlash jarayonida keng axborot imkoniyatlaridan foydalanish;

3) zamonaviy axborot-kommunikatsiya texnologiyalarini ta’lim oluvchining individual xususiyatlariga moslashtirish orqali mutaxassislarni tayyorlash sifatini oshirish;

4) faol o‘qitish usullaridan foydalangan holda ijodiy-intellektual ko‘nikmalarni hosil qilishga erishish;

5) turli xil o‘quv (ta’lim olish, tadqiqotchilik, loyihachilik va ijodkorlik) faoliyatini birlashtirish;

6) ta’lim oluvchining bilish faoliyatini kuchaytirish va kasbiy faoliyatda samarali foydalanishga hissa qo‘shadigan axborotni faol qabul qilish yo‘l va usullarini o‘zlashtirish motivini oshiradigan o‘qitishning axborot texnologiyalarini rivojlantirish;

7) ta’limning uzluksizligi va izchilligini ta’minlash;

8) masofadan o‘qitish tizimini shakllantirish kabi vazifalarni qamrab oladi [Образцов, 2000: 145].

Mazkur vazifalar yechimi, albatta, pedagogning virtual mobilligini rivojlantirishga xizmat qiladi. Biroq, buning uchun, avvalo masofaviy ta’limni (MT) rivojlantirishga alohida ehtibor qaratish lozim [Тыртый, 2009: 212].Masofaviy ta’lim muhiti (MTM):

1) ixtisoslashgan maxsus o‘quv kurslarini tashkil etish;

2) professor-o‘qituvchilarning o‘zini mustaqil shaxsiy-kasbiy rivojlantirishni yo‘lga qo‘yish, ularni malakasini oshirish va kasbiy qayta tayyorlash tizimini takomillashtirish [Тыртый, 2009: 29];

3) axborot-telekommunikatsiyalari orqali mavjud bo‘lgan o‘quv ma’lumot manbalarining taqsimlangan tizimini yaratish va elektron kutubxonalar tizimini rivojlantirish;

4) virtual trenerlik qiluvchi pedagoglar va elektron darsliklarni yaratuvchi mutaxassislarga uslubiy yordam ko‘rsatish asosida yaratiladi [Анохин, 2006: 71].

Bundan tashqari, ixtisoslashtirilgan maxsus o‘quv kurslarini tashkil etish, o‘quv-uslubiy majmualarining yangi avlodini shakllantirish va bu borada mavjud bo‘lgan muammolarni hal qilish uchun ta’lim jarayoni quyidagi talablarga javob berishi lozim:

– yuqori darajadagi interfaollikni ta’minlash;

– har bir mavzu mazmunining katta to‘plamidan foydalanish imkoniyati;

– o‘quv jarayonida keng improvizatsiya uchun yetarli axborot ta’minotini amalga oshirish;

– dunyo axborot zahiralariga oid majmualarning tarmoq versiyasidan keng foydalanish;

– Web 2.0 ijtimoiy xizmatlariga asoslangan yangi aloqa shakllarini o‘rnatish va h.k.

Ma’lumki, bugungi kunda masofaviy ta’limni amalga oshirish uchun turli xil platformalar mavjud. Ulardan biri dunyoda juda mashhur bo‘lgan MOODLE (Modular Object-Oriented Dynamic Learning Enviroment) virtual ta’lim muhiti hisoblanadi. Mazkur virtual ta’lim muhiti bir qator afzalliklarga ega bo‘lib, ko‘plab ta’lim muassasalari uchun muhim bo‘lgan bepul ta’lim olish va keng pedagogik imkoniyatlardan foydalanishligi bilan qulaydir.

Qisqa vaqt ichida masofadan turib o‘qitish platformasining yana bir turi - IUT DES, IUT Distance Education System tizimidir. Bunda pedagoglar ZOOM ilovasi yordamida onlayn tarzda tayyorlangan videoma’ruzalar va taqdimotlarni joylashtirishlari, ta’lim oluvchilar esa ushbu kontentni o‘zlariga qulay vaqtda TAS-IX zonasida ko‘rib chiqishlari mumkin. Buning uchun ta’lim oluvchilarga internet, komp’yuter va smartfon kerak bo‘ladi. Ular ma’lum bir vaqtda telefondan ZOOMga kirishlari, fan bo‘yicha topshiriqlarni komp’yuterga yuklab, muntazam bajarib borishlari lozim. Har kuni berilgan topshiriqlar yechimi smartfon orqali sur’atga olinib, ZOOM orqali pedagogga tekshirish uchun yuborilishi talab etiladi. Tekshiruv natijasida olingan baholar esa pedagog tomonidan elektron jurnal(yoki virtual kundalik)larga tushirib boriladi. ZOOM orqali o‘tib borilayotgan barcha o‘quv mashg‘ulotlari ta’lim muassasasi ma’muriyati va o‘quv bo‘limi tomonidan nazorat qilib boriladi.

Xulosa o‘rnida shuni ta’kidlashimiz joizki, masofadan o‘qitish tizimining rivojlanishi jamiyatning yangi ta’lim ehtiyojlarini paydo bo‘lishi va uning yanada kengroq axborot resurslari, samaraliroq pedagogik yechimlaridan foydalanishga intilishining bevosita natijasidir. Shu bilan birga masofaviy o‘qitish tizimi nafaqat ta’lim oluvchilarning virtual akademik bilimlarini oshirishga, balki pedagogning virtual mobilligini ham rivojlantirishga va uning professional darajaga erishishini ta’minlashga xizmat qiladi.

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ИСПОЛЬЗОВАНИЕ GOOGLEDOCS, КАК ЭФФЕКТИВНЫЙ ИНСТРУМЕНТ ПРИ РАЗВИТИИ НАВЫКОВ ПИСЬМЕННОЙ РЕЧИ

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Annotation: The use of computers and the Internet allows students and teachers to communicate with each other without limits and this affects students ’attitudes and their learning motivation.This article focuses on the relationships between students and teacher, motivation and outcomes of students in foreign language classes in the process of writing skills development by using Google Docs.

Key words: Google Docs, письменнаяречь, фидбек, скаффолдинг, мотивация, взаимодействие.

Рост технологических инструментов и глобализация способствуют творческому и инновационному развитию во многих областях, особенно в области образования. Технологии постоянно развиваются, и эта ситуация позволяет включить интерактивную среду обучения на уроке иностранного языка, чтобы удовлетворить потребности студентов 21 века [Deter, Cuthrell&Stapleston, 2010:122]. Развивать навыки письма сложно, потому что в процессе студент может столкнуться с определенными трудностями. Студент не всегда знает заранее, с чего начать, не говоря уже о том, как действовать дальше. Это показывает, что развитие навыков письма - сложный процесс. Поэтому преподаватели английского языка постоянно находятся в поисках методов развития и улучшения письменной речи учащихся. Кроме того, письмо можно рассматривать как один из самых сложных и раздражающих аспектов языковых навыков, которым нужно обучать на уроках иностранного языка. Студенты часто негативно относятся к развитию навыков письма, поскольку длинные предложения вызывают у них трудности, и особое внимание здесь следует уделять пунктуации и грамматике, которые еще больше усложняют развитие письменной речи.

Социальная когнитивная теория Выготского подчеркивает важность социальных взаимодействий между студентами в рамках определенного опосредованного процесса обучения [Vygotsky, L.,1978:34]. Опосредованный опыт обучения означает необходимость иметь другую сторону для передачи и обмена знаниями, чтобы их могли понять все участники в группе. Уильям и Бёрден выявили, что для развития навыков и знаний учащихся необходимы помощь и общение между менее опытными учащимися с более способными пользователями [William, M., &Burden, R. L.,1997: 63]. Следовательно, важно подчеркнуть, что обучение, ориентиро-

ванное на учащегося, ведет к созданию более безопасной учебной среды, в которой учащиеся могут получить больше знаний при изучении иностранного языка благодаря обратной связи и помощи со стороны сверстников. [Vygotsky, L.,1978:41].

Здесь человек выступает в роли медиатора для успешного изучения языка. В частности, эта ситуация развивает понятие скаффолдинга на уроках второго языка. Скаффолдинг помогает учащимся на уроках иностранного языка, которые сталкиваются с трудностями в усвоении некоторых языковых концепций, получить советы преподавателей посредством набора в задании, упрощения задач, поддержания цели обучения, мотивации друг друга во время выполнения задачи и планирования идей на протяжении всего процесса обучения [Wood, D., Bruner, J. S., &Ross, G., 1976:89]. Таким образом, неспособные ученики смогут усвоить языковые знания, полученные через более компетентных друзей. Принимая во внимание, что более сильные студенты смогут улучшить свои навыки посредством сотрудничества с другими студентами в совместных заданиях.

В письменном аспекте теория конструктивизма предполагает совместное обучение, в котором учащимся необходимо участвовать и взаимодействовать друг с другом, и результатом такого взаимодействия будет являться углублений знаний, развивающиеся в одних и тех же группах и разделение схожих норм и убеждений [Hewett, 2009:159].

Документы Google позволяют пользователям обмениваться идеями, мнениями и мыслями, а также редактировать контент и комментарии на основе своих знаний посредством онлайн-взаимодействия. Кроме того, в совместных заданиях по развитию навыков письменной речи студенты должны пройти несколько этапов: предварительное написание, редактирование и публикация. Более того, теория подчеркивает, что приобретение знаний является продуктом социального взаимодействия. Развитие навыков письма на основе Документов Google и процесс скаффолдинг написания поддерживаются социальным взглядом на процесс написания [Faigley&Tompkins, 2012:159].

GoogleDocs (находится в приложении GoogleDrive) - это онлайн-инструмент для создания текстовых документов, которыми можно легко поделиться с другими людьми. Поскольку документы хранятся «в облаке», GoogleDocs делает совместную работу и контроль версий более управляемыми. В качестве платформы для развития навыков письма на уроке документы Google позволяют преподавателю оставлять отзывы студенту на различных этапах процесса написания. Кроме того, фиксируется история изменений студента, что позволяет преподавателю и студенту изучить не только конечный продукт, но и процесс, использованный на этом пути. Большинство действий в классе письменной речи можно выполнять с помощью документов Google: составление, редактирование одногруппниками, совместная работа и предоставление отзывов. Студенты могут работать над различными проектами своих работ, а преподаватели могут отмечать их и оставлять отзывы на нескольких этапах процесса. Студенты могут также легко выделять разделы своей работы, по которым у них есть вопросы или трудности.

Документы Google становятся все более популярными среди студентов и преподавателей. в образовательной атмосфере. По сути, он действует как совместное письменное оборудование, которое способствует самообучению и достижениям учащихся. Поскольку GoogleDocs является одним из инструментов Web 2.0, он был признан современной тенденцией, которая включает уроки языка для улучшения процесса обучения и преподавания [Hughes&Kennedyetal, 2009: 341]. Документы Google особенно популярны и служат интерактивным веб-сайтом, который могут редактировать, просматривать и редактировать несколько человек с помощью некоторых удобных инструментов для работы с страницами. В связи с этим обстоятельством концепция GoogleDocs неожиданно стала применима к контексту языковой аудитории, поскольку она обеспечивает вариативность учебных материалов, вводимых учителем. Кроме того, GoogleDocs также является базой для электронного обучения, которое поддерживает совместное обучение студентов. Иными словами, это функция, которая делает GoogleDocs более привлекательными для использования в письменной форме в классе. Важно подчеркнуть, что использование

Документов Google, безусловно, способствует совместному и одновременному обучению учащихся. Это связано с тем, что Документы Google предназначены для использования более чем одним человеком, и каждый из них будет помогать друг другу в процессе редактирования для расширения содержания, предоставляя информацию, прикрепляя файлы или документы или создавая ссылки для улучшения понимания каждого студента в определенной теме. Таким образом, сотрудничество между учащимися, независимо от того, владеют они языком на высоком или низком уровне, существует в рамках взаимодействия и общения с помощью Документов Google. Поэтому ожидается, что благодаря функции совместной работы, которую обслуживает GoogleDocs, можно будет поощрять поддерживающее обучение среди студентов, и это поможет им улучшить свои навыки письма, особенно для написания эссе. Помимо этого, GoogleDocs также может использоваться широким кругом изучающих иностранный язык для улучшения их языковых навыков. Хотя это кажется немного сложным, процесс изучения языка может быть применен ко всем учащимся с разным уровнем владения языком. Кроме того, Робинсон предполагает, что GoogleDocs - это эффективный инструмент для учителей и преподавателей, поскольку он позволяет пользователям быстро обновлять содержание веб-страницы, что делает ее более интересной [Robinson, M., 2006: 107].

Учащиеся, использующие документы Google, приобретают большую уверенность и получают более высокий балл, когда они получают отзывы (фидбэк) преподавателей о своих работах и достаточно положительно относятся к процессу совместного написания с использованием документов Google. Неоспоримо, что важность обратной связи т.е. тесное взаимодействие со своими одногрупниками является частью учебного процесса. Тем не менее, очень важно выбрать лучший и самый надежный подход. Преподаватели всегда ищут новые подходы для продуктивных взаимоотношений со студентами, развивающую письменную речь на уроках иностранного языка. Письмо стало одной из самых важных задач, на которые люди полагаются при общении друг с другом, независимо от того, в чем они нуждаются, будь то электронная почта, письма, служебные записки или академические эссе. Написание требует определенных шагов, и писатели всегда могут извлечь пользу из отзывов читателей, независимо от того, какая стратегия использовалась. Любой прогресс в изучении иностранного языка важно принимать во внимание, потому что эти успехи помогают студентам в их академической жизни.

Используя документы Google, студентам нет необходимости находиться на уроке, что влияет положительно не их мотивацию. Студенты чувствуют себя достаточно комфортно, работая в любое время, поскольку документы Google предоставляют им такую возможность. Более того, использование документов Google стимулирует их к стремлению писать больше, принимать лучше новую технологию и желать интегрировать ее в свой процесс обучения. Например, студенты могут работать на своих ноутбуках из библиотеки, а учитель может работать с ними дома. Студенты демонстрируют улучшение мотивации к обучению, когда они работают совместно с кем-то из группы, особенно когда получают в короткие сроки фидбек от учителя.

Еще одна причина, почему студенты поддерживают использование документов Google, это то, что нет необходимости использовать обычную ручку и бумагу. В этом преимущество использования технологии. Вместо того, чтобы писать заново после исправления, студенты могут просто редактировать свою работу, не испытывая при этом особых трудностей.

Студенты могут вместе писать текст без учителя и это связано с тем, что учитель играет роль фасилитатора. Преподавателю нет необходимости участвовать в обсуждениях, но он должен направлять студентов на протяжении всего учебного процесса. Однако все еще роль преподавателя является наиболее важной в начале задания, особенно во время объяснения задания.

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СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ФОНЕТИКИ В ГРУППАХ С РУССКИМ ЯЗЫКОМ ОБУЧЕНИЯ

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Аннотация. В статье рассматриваются инновационные методы преподавания, в частности, современные технологии и методы обучения фонетике в группах с русским языком обучения. Задачей современной лингвистики является исследование языка в динамическом аспекте, что объясняется потребностью углубления и конкретизации лингвистических представлений о принципах и закономерностях использования языка человеком. Эта потребность, в свою очередь, диктуется очевидной необходимостью качественного улучшения обучения языку и более широко – необходимостью повышения гуманитарной и, в частности, филологической культуры общества.

Ключевые слова: фонетика, технология, метод, лингвистика, язык, ТРИЗ-технологии, индивидуализированное обучение.

Annotation. The article discusses innovative teaching methods, in particular, modern technologies and methods of teaching phonetics in groups with the Russian language of instruction. The task of modern linguistics is the study of language in a dynamic aspect, which is explained by the need to deepen and concretize linguistic ideas about the principles and patterns of human language use. This need, in turn, is dictated by the obvious need to improve the quality of language teaching and, more broadly, by the need to improve the humanitarian and, in particular, the philological culture of society.

Key words: phonetics, technology, method, linguistics, language, TRIZ technologies, individualized teaching.

Президент Республики Узбекистан Шавкат Мирзиёев отметил важность просвещения и образования как ключа к процветанию народов: «Важнейшей целью построения в Узбекистане независимого и сильного государства мы видим создание справедливого общества, где главной ценностью является человек, его интересы, уважаются его права и свободы. Мы хотим занять достойное место как в мусульманском мире, так и в мировом сообществе. Мы хорошо понимаем, что это в первую очередь связано с совершенствованием системы образования и просвещения, приобщением нашей молодежи – будущего страны – к самым современным знаниям, воспитанием всесторонне и гармонично развитой личности» [Ш.Мирзиёев, 2016].

Язык, будучи социальным явлением, играет исключительно важную роль в духовной жизни человеческого общества. Поэтому всестороннее изучение языка как в теоретическом, так и в практическом плане является неотъемлемой частью подготовки будущих специалистов-лингвистов и филологов.

Изучение грамматики и одного из ее самостоятельных разделов – фонетики в наше время не утрачивает своей актуальности при обучении русского языка. На наш взгляд, внимание к изучению русского языка, к проблеме соблюдения фонетических норм в русском языке и случаев их нарушения обусловлено рядом объективных и субъективных причин, к которым можно отнести потерю интереса у некоторых учащихся к чтению художественной и познавательной литературы, замену книжных источников знаний электронными аналогами и другие. Однако каждый человек должен владеть умением точно и лаконично выражать свои мысли.

Фонетика (от греч. φωνήτικός – касающийся звуков; φονή – звук, φωνεω– издаю звук) изучает звуковой строй языка, т.е. звуки речи и правила их сочетания в слове и потоке речи, инвентарь звуков языка, их систему, звуковые законы. Кроме звуков речи, фонетика изучает слог, ударение и интонацию. Звуки речи как природное явление имеют акустическую и артикуляционную стороны. Для обучения говорению важнее артикуляционная сторона – производство человеком звуков речи. Еще важнее функциональная сторона звуков речи [Полат, 2001: 55].

Рассмотрим современные методы преподавания фонетикина примере разработки семинарского занятия на тему «Фонетика. Фонетическое членение речи» по дисциплине «Русский язык» с применением методов и приемов технологии ТРИЗ.

Курс «Русский язык» является первым в системе всех лингвистических дисциплин и предполагает знакомство студентов с основными проблемами науки о языке, без знания которых невозможно осмысленное восприятие отдельных разделов этой науки.

Одной из действенных технологий, которую можно использовать в процессе изучения дисциплины «Русский язык» является технология «ТРИЗ».

Применение ТРИЗ-технологии на занятиях по языкознанию способствует индивидуальной коррекции знаний по изучаемым языкам, то есть позволяет глубже понять законы, свойства не только родного языка, но и других изучаемых языков, способствует развитию самостоятельности мышления, улучшению учебной мотивации, развитию познавательных интересов у обучающихся; формированию таких личностных качеств учащихся, как самостоятельность, трудолюбие, ответственность [Ахмедова, 2013: 127]. Технология ТРИЗ предполагает учет индивидуальных психологических особенностей учащихся, их способностей, интересов и потребностей. Индивидуализированное обучение является залогом повышения качества обучения различным дисциплинам, в том числе и русскому языку.

Модель технологии обучения

Семинарское занятие

Тема	***Фонетика. Фонетическое членение речи***

Технология обучения на семинарском занятии

Время – 2 часа	***Количество студентов: 30 человек***
Форма учебного занятия	*Семинарское занятие*
Плансеминарского занятия	1. *Три аспекта звуков речи.* *2. Акустика звуков речи. Речевой аппарат.* *3. Артикуляция звука речи и артикуляционная база.* *4. Принципы классификации звуков речи.*

Цели семинарского занятия:	*- ввести студентов в проблематику фонетики как раздела языкознания;*
Образователь-ные:	*– познакомить студентов с терминологией курса;* *– научить анализировать, систематизировать теоретический материал и решать, практические задачи;* *– развивать умения и навыки с помощью коллективной работы.*
Развивающие:	*- развивать творческие способности, память, внимание и логическое мышление;* *– развивать навыки диалогической и монологической речи.*
Воспитатель-ные:	*- формирование у студентов навыков самостоятельности, уверенности в своих силах и способностях;* *– формирование положительного отношения к учебному процессу;* *– формирование учебно-познавательных компетенций;* *– воспитание коммуникативной культуры, интереса к изучению вопросов истории развития языкознания;* *– воспитание культуры общения.*
Педагогическиезадачи:	*- раскрыть значение основных терминов;* *– дать общее понятие об основных закономерностях развития фонетико-фонологической системы русского языка;* *– развить у студентов навыки фонетического анализа;* *– привить интерес к изучаемой теме.*
Результаты учебной деятельности:	***Студент должен:*** *– овладеть новой терминологией;* *– научиться пользоваться терминами по теме семинарского занятия;* *– закрепить и углубить знания, усвоить основные термины и понятия по теме;* *– иметь представление об основных этапах развития фонетической системы русского языка;* *– иметь навык фонетического анализа;* *– уметь логично выстраивать ответ по вопросам лекции.*
Методы и техники обучения	*«Тонкие и толстые вопросы», «Кластер», «Круги Эйлера», «Мозговой штурм», «Найди соответствие», «Составление лингвистических задач», «Рыбий скелет», презентация*
Средства обучения	*Опорный конспект, информационное обеспечение для презентации, маркеры, скотч, слайды, раздаточные учебные материалы для ознакомления, материалы для заполнения.*
Формы обучения	*Фронтальная, индивидуальная работа, работа в малых группах*
Условия обучения	*Аудитория, приспособленная для работы в группах, имеющая условия для использования информационных технологий.*
Мониторинг и оценка	*Устный контроль: блиц-опрос, презентация, вопросы.*

Технологическая карта практического занятия «Фонетика. Фонетическое членение речи»

Этапы работы, время	***Содержание деятельности***	
	Преподавателя:	***Студентов:***
1 этап – Вызов*: введение в учебное занятие (20 мин.)*	*1.1. Организационная часть:* *– проверяет готовность студентов к занятию; сообщает показатели и критерии оценки учебной работы на занятии; проводит перекличку.* *1.2. Сообщает тему, цель и планируемые учебные результаты. Знакомит с планом, особенностями учебного занятия.* *1.3. С целью актуализации знаний студентов проводит вопросно-ответную беседу с использованием приема «Толстые и тонкие вопросы».*	*1. Отвечают на вопросы.* *1.2. Слушают, записывают.* *1.3. Активно отвечают на вопросы.*

2-этап. Осмысле-ние *(информа-ционный (45 мин.)*	***Объяснение новой темы.*** *2.1. Вводное слово преподавателя, в соответствии с планом, использует визуальные материалы.* *2.2. Объединяет студентов в малые группы с условием, что группы должны презентировать заранее полученное задание (начертить кластер по следующим темам: «Фонетическая система русского языка», «Фонетические процессы», «Артикуляционная классификация звуков»).* *2.3. Предлагает студентам заполнить "Круги Эйлера", учитывая артикуляционную характеристику каждого гласного звука.* *2.4. Задает дополнительные вопросы с использованием приема «Мозговой штурм».* *2.5. Преподаватель предлагает задание по методу "Найди соответствие" для общей характеристики фонетический единиц.*	*2.2. Объединяются в малые подгруппы, с целью презентации своего задания.* *2.3. Выполняют задание.* *2.4. Отвечают на вопросы.* *2.5. Выполняют задание.*
3-этап Рефлексия *(заключи-тельный) (15 минут)*	*3.1. Подводит итоги занятия, делает вывод о достижении результатов учебной деятельности. Отмечает значимость полученных знаний.* *3.2. По теме занятия проводит интеллектуальную игру «Дебаты» с целью обобщения пройденного материала.* *3.3. Дает задание для самостоятельной работы: подготовить устный ответ на предложенные вопросы* *3.4. Анализирует деятельность каждого студента, оценивает ответы каждого студента.*	*3.1. Отмечают значимость полученных знаний.* *3.2. Активно участвуют в дебатах.* *3.3. Слушают.*

1. Прием «Толстые и тонкие вопросы»:

Толстые вопросы. *Предполагают однозначный краткий ответ.*	**Тонкие вопросы.** *Предполагает ответ развёрнутый. Вопросы эвристического характера.*
1. Назовите аспекты фонетики?	1. Что вы понимаете под акустической классификацией звуков речи?
2. Какие единицы фонетики вам известны?	2. Назовите фонетические процессы русского языка?
3. Что такое звук? Дайте определение.	3.Что вы понимаете под терминами «транскрипция», «артикуляция» и «редукция»?
4. Чем отличается звук от других единиц речи?	4. Из каких основных компонентов состоит речевой аппарат.

2. Прием «Мозговой штурм»:

1. Что такое комбинаторные изменения звуков?
2. Что такое позиционные изменения звуков?
3. Назовите суперсегментные единицы фонетики.
4. Как образуется носовые звуки русского языка?
5. Как устроен речевой аппарат?

3. Интеллектуальная игра «Дебаты» (вопросы-загадки):

1. Чем кончается день и ночь?
2. Что стоит посредине земли?
3. Чем кончается лето и начинается осень?
4. Что находится в начале книги?
5. Что мы слышим в начале урока?
6. Что у человека есть одно, а у вороны вдвое, в лисе не встретится оно, а в огороде втрое?
7. За какой сонорной буквой спрятано большое, просторное помещение?
8. Как из сорной травы сделать лебедя?
9. Во что превратятся глаголы берет, запрет, мёл, шлём, если букву Ё заменить в них буквой Ё?

10. В названии какого европейского государства стоит три я?
11. Какой буквой можно превратить геометрическую фигуру в топливо?

Активная мыслительная деятельность: критичность мышления, поиск нового, желание и умение приобретать знания самостоятельно является наиболее важным качеством современного человека. Познавательная деятельность развивает логическое мышление, внимание, память, речь, воображение, поддерживает интерес к обучению [Беспалько, 1995: 87].

Таким образом, необходимо активизировать познавательную деятельность студентов и повышать интерес к учению на каждом этапе занятия, применяя для этого различные методы, формы и виды работы: дифференцированный подход к обучающимся, индивидуальную работу на занятии, различный дидактический, иллюстрационный, раздаточный материал, технические средства обучения и другие. Принципиально важно, чтобы студенты на каждом занятии переживали радость открытия, чтобы у них формировалась вера в свои силы и познавательный интерес.

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ПРОЕКТНАЯ ТЕХНОЛОГИЯ НА УРОКАХ РУССКОГО ЯЗЫКА
(в школах с узбекским языком обучения)

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В статье дан анализ опыта использования проектной технологии в преподавании русского языка. Данный метод ориентирован на самостоятельную творческую деятельность учеников, что отвечает актуальным требованиям образования. Кроме того, результатом проектной деятельности становится некий материальный или ментальный проект, и это обеспечивает повышение уровня мотивации у школьников к изучению иностранного языка.

Ключевые слова: метод проектов, интегративная технология обучения, тема проекта, задачи проекта, коллективная работа учеников, эффективные формы внеклассной работы.

The article analyzes the experience of using project technology in teaching Russian. This method is focused on independent creative activity of students, and conforms to the modern requirements of education. In addition, a material or mental project becomes the project activity result, and this provides increasing of motivation among schoolchildren level to learn a foreign language.

Key words: Project method, integrative learning technology, project topic and tasks, pupil`s teamwork, effective forms of extracurricular work.

Общеизвестно, что интерактивные методы, ориентированные на самостоятельную учебную деятельность учеников, обеспечивают высокую результативность педагогического про-

цесса. Наличие большого количества методов требует от учителя вдумчивого подхода к выбору наиболее оптимальной технологии, с учётом из особенностей учебного предмета, темы, возраста учеников и других важных факторов. Анализ результатов нашей педагогической деятельности показал, что одним их наиболее эффективных методов организации процесса обучения русскому языку как иностранному является метод проектов [1].

Метод проектов, будучи разработан ещё в начале XX века, отличается от других методов тем, что максимально основан на самостоятельной исследовательской и практической работе учеников. Функции учителя при этом ограничиваются оказанием минимальной консультативной помощи. Второй важной особенностью метода является то, что результатом самостоятельной учебной деятельности процесса становится некий материальный или ментальный продукт, имеющий теоретическое или практическое значение, т.е. такой продукт, который может быть применён в определённой области. Таким образом эта деятельность схожа с исследовательской, профессионально-творческой. Практически, в работе над проектом ученики имитируют реальную работу специалистов. Значимость конечного продукта, его применимость вызывает в учениках чувство удовлетворённости результатом своей работы, поднимает их самооценку, мотивирует к дальнейшей творческой созидательной деятельности как в период обучения, так и в будущей взрослой жизни [2].

Следующая особенность – интегративная, т.е. в ходе проектной деятельности перед учениками встаёт необходимость применения знаний и умений из нескольких областей знаний, таких как: язык и информатика, язык и экономика, язык и биология и т.п. Это, в свою очередь, актуализирует и закрепляет знания из разных сфер науки, демонстрирует учащимся практическую значимость каждой дисциплины, изучаемой в школе.

Этапы и детали организации работы над учебными проектами описаны во многих научных и научно-методических статьях. Поэтому считаем излишним представлять в статье подробное изложение сути данного метода.

В организации проектной деятельности наиболее сложно придумать тему проекта и форму ожидаемого результата (конечного продукта). В связи с этим необходимо отметить, что содержание учебников по русскому языку, изданных в Узбекистане, отвечает актуальным требованиям современной педагогики и ориентировано на практическую речевую деятельность, учитывает принцип межпредметной интеграции. Поэтому учитель может создать темы проектов, исходя из их содержания.

При этом необходимо учесть важнейшие факторы, такие как: уровень знаний учеников, их личный опыт, способности, интересы, а также возможности школы (инструментальные, материальные).

Предлагаем вашему вниманию ряд тем для проектной деятельности в рамках изучения русского языка в 9, 10 классах. Так как немаловажной спецификой метода проектов является то, что данная технология требует большого количества времени, проектная деятельность не ограничивается только учебными часами, но и продолжается во внеурочное время и становится частью внеклассной работы (кружок, клуб любителей русского языка и т.п.).

Например, итогом изучения творчества таких русских писателей и поэтов как А.С.Пушкин, М.Ю.Лермонтов, Н.В.Гоголь, И.С.Тургенев, Л.Н.Толстой может стать создание проекта «Беседа великих». При этом создаются рабочие группы, которые будут выступать от имени того или иного писателя. Перед учениками ставится задача представить виртуальный диалог писателей в формате блогов или телеграм каналов. Этапы деятельности:

1.Создание блога или телеграмм-канала в Интернете от имени одного из писателей (каждая рабочая группа выбирает определённого поэта или писателя).

2.Составление текста для блога – размышления писателя о своём герое. (А.С.Пушкин – о Самсоне Вырине, М.Ю.Лермонтов – о Мцыри, Н.В.Гоголь – о Чичикове и т.п.)

3.Презентация блога в Интернете и обсуждение «мыслей великих» в комментариях. Комментарии пишут члены других рабочих групп, а также любые пользователи Интернета.

При оценивании работы групп учитываются сразу несколько параметров:

1.Содержание текста, грамотность.

2.Содержание комментариев (это оценка членов других рабочих групп).

3.Оценка владения знаниями и умениями в сфере информационных технологий (дизайн) (На урок приглашается учитель информатики для оценивания знаний учеников по этой дисциплине).

Данный проект актуализирует и закрепляет знания, касающиеся русского языка, литературы, информатики.

Ниже приведём примеры других учебных проектов и представим краткую информацию по каждому из них.

Проект «Народная мудрость». Основан на упражнениях, данных в учебнике «Русский язык» для 9-класса:

– продукт – презентация PowerPoint «Найди продолжение пословицы»; (практическая значимость – этот продукт может в дальнейшем использоваться как дидактический материал при изучении русского фольклора на уроках русского языка);

– необходимые знания и умения: знание пословиц и поговорок, умение работать с программой PowerPoint (анимация);

– оценивается подборка пословиц и дизайн презентации (на урок приглашается учитель информатики для оценивания знаний учеников по этой дисциплине).

Следующий проект требует от учеников знаний основ экономики. Название проекта «Товары и рынок». Текст с таким названием также дан в учебнике для 9-класса.

– метод проектов с элементами деловой игры;

– продукт – театрализованное представление;

– задача: изобразить рынок, где каждый ученик – продавец определённой продукции. Участники рассказывают об условиях успешности продажи своего товара;

– оцениваются речевые навыки и экономические знания (на урок приглашается учитель экономики для оценивания знаний учеников по этой дисциплине).

Следующий проект касается вопросов здоровья и основан на разделе учебника «Русский язык» для 9-класса «Человек и его здоровье».

– продукт – буклет-памятка как вести себя при эпидемии коронавируса (Ковид-19);

– задача: создать буклет-памятку на компьютере и распечатать на цветном принтере;

– оцениваются — навыки письменной речи, знание правил гигиены, умения компьютерного дизайна (на урок приглашаются учитель биологии и информатики для оценивания знаний учеников по этим дисциплинам).

Далее перечислим названия проектов, которые можно предложить ученикам 9-класса при изучении русского языка в узбекской школе, а также дисциплины, требующие интеграции с основным предметом «Русский язык». Все проекты непосредственно связаны с содержанием программы и содержанием учебника:

– Проект – «Город будущего» (русский язык +архитектура + экология + экономика)

– Проект – «Предложение по развитию туризма» (русский язык + архитектура + экология + экономика)

– Проект “Логистика” (русский язык +математика +экономика)

– Проект «Интервью со звездой» (тема: спортивные игры) (русский язык +физическая культура+журналистика). Здесь задача – пригласить спортсмена и вести синхронный перевод, подготовить вопросы на узбекском и русском языках.

– Проект – «Лучшая профессия» (русский язык + журналистика). Здесь задача – провести видео-интервью со своими родителями, соседями об их профессиях и обсудить их (можно использовать метод Т-схема, для оценивания профессий).

– Проект – «Изучение флоры и фауны Города Ферганы» (русский язык + экология + профориентация). Здесь задача – связаться с учёными – исследователями ФерГУ; продукт – презентация фото, видео, можно провести презентацию непосредственно на природе.

В заключение можно утверждать, что использование метода проектов в преподавании русского языка показывает высокую эффективность. При этом у учащихся особенно возрастает мотивация как к изучению языка, так и других предметов.

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ОЦЕНКА ЧЕЛОВЕКА В АНТРОПОЦЕНТРИЧЕСКИХ ПОСЛОВИЦАХ

ХОЛМАТОВА ШАХИДА ТАФИКОВНА

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Аннотация. В статье рассматривается оценка человека в антропоцентрических пословицах. В антропоцентрических пословицах узбекского и русского языков заложен огромный оценочный потенциал, раскрытие которого позволит определить систему ценностей узбекского и русского народов как различных лингвокультурных общностей. Оценочный потенциал не только антропоцентрических пословицузбекского и русского языков, но и пословичных изречений всех существующих языков мира предопределяется тем, что пословица как особая паремиологическая единица в отличие от слова выполняет функцию не только номинации предметов и явлений действительности, а прежде всего жизненной ситуации.

Ключевые слова: оценка, антропоцентрические пословицы, биполярность, ценность, антиценность, паремиологическая единица.

Annotation. The article examines the assessment of a person in anthropocentric proverbs. In the anthropocentric proverbs of the Uzbek and Russian languages, there is a huge evaluative potential, the disclosure of which will make it possible to determine the value system of the Uzbek and Russian peoples as different linguocultural communities. The evaluative potential of not only the anthropocentric proverbs of the Uzbek and Russian languages, but also of the proverbial sayings of all existing languages of the world is predetermined by the fact that the proverb as a special paremiological unit, in contrast to the word, performs the function not only of nominating objects and phenomena of reality, but above all of the life situation.

Key words: assessment, anthropocentric proverbs, bipolarity, value, anti-value, paremiological unit.

Оценочный потенциал не только антропоцентрических пословицузбекского и русского языков, но и пословичных изречений всех существующих языков мира предопределяется тем, что пословица как особая паремиологическая единица в отличие от слова выполняет функцию не только номинации предметов и явлений действительности, а прежде всего жизненной ситуации, при этом номинация ситуации также выражает оценочное отношение данной ситуации и конкретные предписания действовать согласно общепринятым нормам. Отсюда следует, что пословицы, как и все паремии, есть «особые номинативные единицы, существующие в языке для выражения ценностного отношения, которое реализуется через категории «нужное»,

«должное», «хорошее», «плохое». Народные изречения являются частью той системы, которая целиком и полностью зависит от человека, от его выбора, ценностных предпочтений, от того, что человек считает нормой» [Хайруллина, Хузина, 2013: 180]. Естественно, что только ценностное отношение человека к жизненным ситуациям и объективной действительности в целом формируется под воздействием системы ценностей общества.

Оценка как познавательная деятельность человека осуществляется путем соотнесения характеристик объекта изучения или описания с его эталонным шаблоном, зафиксированном в сознании индивида и социума в целом. В основе оценки всегда лежит сравнение объекта с эталоном. Сравнение характеристик объекта с эталоном производится посредством оценочных категорий, которые представлены инвариантными оппозициями *хорошо* и *плохо*.

Аксиологические категории *хорошо* или *плохо* выделяются на фоне категории *нейтрально* и служатв антропоцентрических пословицах для соотнесения характеристики человека с системой ценностей национально-этнической культуры народа. Аксиологическую категорию нейтральности А.В. Белобородова называет категорией *безразлично* и определяет как альтернативу хорошему и плохому. По мнению автора, любой объект может быть признан хорошим, безразличным или плохим. Исключения составляют объекты, находящиеся вне сферы оценок [Белобородова, 2010: 264]. Иначе говоря, вне сферы оценок находятся такие объекты реальной или воображаемой действительности, которые не побуждают говорящего или слушающего к выражению оценочного значения.

В связи с тем, что антропоцентрические пословицы изначально носят назидательный характер, воздействующая сила которого базируется на оценочности поведения человека, с одной стороны, и что, с другой стороны, «безразличие имеет нечеткие границы. Оценочной шкале свойственна асимметрия и нестабильность. Проявление безразличия в большинстве случаев как норма не рассматривается, а так как мы определили, что норма занимает положительную часть шкалы, следовательно, безразличие не закрепляется за зоной «+»» [Васильченко, 2004: 48]. Оценочные значения пословицы целесообразно рассматривать в аспекте аксиологической оппозиции *хорошо*/*плохо*.

Объектом оценки в антропоцентрических пословицах узбекского и русского языков выступает человек, его характеристики по различным параметрам, поведение и деятельность в целом. Положительная/отрицательная оценка человека формирует его аксиологический статус.

Абсолютный аксиологический статус какого-либо объекта – это такой статус объекта, который выражается категориями «хорошо», «плохо» и «безразлично», а относительный – сравнительными категориями «лучше», «хуже» и «равноценно»».Антропоцентрические пословицы узбекского и русского языков обладают как абсолютным, так и относительным аксиологическим статусом. Например, абсолютный аксиологический статус присущ пословицам узбекского языка типа *Урса ҳам, эл яхши, Сўкса ҳам, эл яхши.Бахши бор жойда яхши бор*. *Ёндашмагин ёмонга, Рангинг ўхшар сомонга;* русского языка типа*Вместе хорошо и недруга бить. Плохой зевает, резвый на ходу хватает.* В антропоцентрических же пословицах узбекского языка типа *Қолоқдан чўлоқ яхши. Ғараз мараздан ёмон* и в пословицах русского языка типа*Нет лучше дружка, чем родимая матушка. Сердце матери лучше солнца греет* проявляется их относительный аксиологический статус.

Антропоцентрические пословицы узбекского и русского языков с точки зрения представленных в них оценок человека по критерию положительности/отрицательности оценки описываемого объекта можно классифицировать в три большие группы:

1) антропоцентрические пословицы *с положительной оценкой* человека. Например, в узбекском языке:*Одам одамнинг дардини олар. Интилганга толе ер;* в русском языке: *Покуда жив человек, голодною смертью помирать не станет. Пока и мы человеки – счастье не пропало;*

2) антропоцентрические пословицы *с отрицательной оценкой* человека. Например, в узбекском языке: *Безоридан ҳамма безор. Бекорчидан безиб қоч, чақимчидан – кўчиб. Беқўнимга*

қўним йўқ, емон одамга – ўлим; в русском языке:*Плохая арба – дороге беда, плохой человек – семье горе. Грех сладок, человек падок. Человек сам себе убийца;*

3) антропоцентрические пословицы с *противопоставлением* положительной и отрицательной оценок человека. Например, в узбекском языке:*Ёмон фарзанд ота-онани ерга қаратар, яхши фарзанд ота-онани элга оралатар. Ёмон – ўз ғамида, яхши – эл ғамида;* в русском языке: *Старый друг лучше новых двух. Лучше быть мертвым героем, чем живым трусом.*

Как видим из представленной классификации, оценочные значения узбекских и русских антропоцентрических пословиц являются биполярными по признаку положительности/отрицательности. В пословице может содержаться или положительная оценка человеку, его характеру, поведению и действиям, или отрицательная оценка, или же противопоставляться.

Следовательно, положительность/отрицательность оценки человека в антропоцентрических пословицах узбекского и русского языков, которая производится по аксиологическим категориям *хорошо* или *плохо,* образуют биполярность оценочных значений пословиц.

Существует немало антропоцентрических пословиц в узбекском и русском языках, в которых положительная или отрицательная оценка представлена особыми маркерными лексемами типа: в узбекском языке*яхши, ёмон,зарур, ҳожат йўқ, фойда, зарар, фойдали, бефойда, афзал, гуноҳ, савоб, ҳалол, ҳарам*и др., в русском языке: *хорошо, плохо, лучше, хуже, можно, нельзя, надо, нужно, не надо, полезно, вредно, ладно, неладно* и др. Эти маркеры способствуют более явному выражению положительности или отрицательности оценки, придавая пословице более категоричный, предписывающий характер. Сравним:

В узбекском языке: *яхши – ёмон:Яхши йигит юрт тузар, ёмон йигит юрт бузар. Яхши раҳбар элни ўйлар, ёмон раҳбар ҳовли бўйлар. Ёмон аталиб тирик юргунча, Яхши аталиб ўлган яхши. Ёмон ёмон билан. Яхши замон билан; зарур – ҳожат йўқ (эмас)/не ҳожат:Зарулга зарур, нозарулга не зарур. Сичқон тутишга қопқон зарур, душманни отишга – сопқон. Халқ хоҳласа тузишни, ҳожати йўқ чўзишни. Ботирга яроқ ҳожат эмас. Хотининг яхши бўлса, тўйга бормоқ не ҳожат, хотининг ёмон бўлса, азага бормоқ не ҳожат; фойда – зарар: Ёлғон айтиб фойда кўрсанг, охири зарар топарсан. Рост айтиб зарар кўрсанг, охири фойда топарсан. Юзи юпқалик ризққа зарар. Ёмоннинг зарари тегар кенг йўлда, яхшининг фойдаси тегар тор йўлда.*

В русском языке: *хорошо – плохо: Хорошо там, где нас нет. У хорошего хозяина и работники хорошие. Хороших людей больше. Промеж худых и хорошему плохо. За плохим пойдешь, плохое и найдешь; лучше – хуже: Лучше глаза лишиться, чем доброго имени. Лучше слыть озорником, чем дураком. Маленький чиновник хуже лихорадки. Раздружится друг – хуже недруга; можно – нельзя: Горе – деньги нажить, а с деньгами и дураку можно жить. Если народу служить, и на полюсе можно прожить. В своем деле самому судьею быть нельзя. Без солнышка нельзя пробыть, без милого нельзя прожить.*

Вышеизложенные маркеры оценочного значения антропоцентрических пословиц узбекского и русского языков служат прямыми показателями положительности или отрицательности оценки человека и прямо предписывают адресату определенную модель поведения, мышления или отношения к чему- или кому-либо в рамках оценочных категорий *хорошо* или *плохо*.

Таким образом, в антропоцентрических пословицахузбекского и русского языков реализуются этическая, эстетическая, интеллектуальная, прагматическая, валеологическая, эмоциональная, нормативная виды оценки человека, которые выделяются по критерию качеств человека и образа его жизнедеятельности. Характерной особенностью содержащихся в антропоцентрических пословицахразличных видов оценки человека является их биполярность, которая обусловлена тем, что в основе оценочной деятельности лежат универсальные аксиологические категории *хорошо* и *плохо*.

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ПРОФЕССИОНАЛЬНАЯ КОМПЕТЕНЦИЯ ПРЕПОДАВАТЕЛЯ В УСЛОВИЯХЦИФРОВИЗАЦИИ ОБРАЗОВАТЕЛЬНОГО ПРОСТРАНСТВА

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Аннотация. В настоящее время наблюдается тенденция к оптимизации учебного процесса через применение электронных форм обучения. Это влечет за собой пересмотр требований к профессиональной деятельности преподавателя вуза, к его информационной культуре. Статья посвящена изучению информационной культуры преподавателя как необходимой составляющей его профессиональной компетенции в условиях цифровизации образовательного пространства
Ключевые слова: информационная культура преподавателя, профессиональная компетенция в современных условиях, цифровой формат обучения.

Abstract. We have affected the educational space, within which the use of electronic forms seeks to optimize the educational process. This entails a natural change in the requirements for the professional activity of a university teacher; in particular, it becomes necessary to talk about information culture. The article considers the information culture of the teacher as a necessary component of the teacher's professional competence.
Keywords: information culture of the teacher, professional competence of the teacher of Russian, e-learning.

В свете событий последних месяцев перед преподавателями высших образовательных учреждений встала задача организации собственной педагогической деятельности с максимально продуктивным привлечением современных компьютерных и интернет-технологий. Мы столкнулись с ситуацией, когда выполнение профессиональных задач зависит от возможности преподавателей использовать мультимедийные технологии и вообще умения комфортно существовать в пространстве интернета.

Понятно, что современная молодежь – это представители «цифрового поколения» [1]. Однако многие наши студенты только начинают входить в этот «цифровой» мир, что обусловлено как их материальными возможностями, так и уровнем их школьной подготовки в области компьютерных технологий. Тем не менее, уже никто не отрицает, что без подобных навыков и преподаватели, и студенты не смогут успешно выполнять свои профессиональные задачи и функции [2]

Мы столкнулись с ситуацией, когда электронный формат обучения стал **единственно** возможной формой педагогического процесса.

Тем не менее, этот формат становится не «просто формой образовательного процесса, но и важным средством интенсификации педагогической деятельности, позволяющим выходить за рамки аудиторной работы и гармонично «вливать» дистанционное онлайн-обучение в традиционный учебный процесс» [3,стр.234].

Понятно, что дистанционный формат общения на уровне преподаватель – студент не заменяет традиционную форму обучения, общения преподавателя и студентов на занятиях, а является дополнением, которое помогает организовать самостоятельную работу студентов по закреплению знаний, полученных в аудитории. «Это еще лишь один из дополнительных методических приемов, способствующий реализации педагогической технологии сотрудничества при современном развитии общества» [3,стр.234]

Хочется остановиться на трудностях, с которыми пришлось столкнуться педагогам в процессе дистанционной формы взаимодействия со студентами.

При внедрении в учебный процесс электронных технологий мы видим огромные возможности электронных ресурсов, но, с другой стороны, нет отдельного методического ресурса для их продуктивного использования. Далее, сложилась противоречие между высокой квалификацией педагогических кадров и недостаточным уровнем сформированности информационной грамотности; между множеством методических и дидактических принципов обучения и их отсутствием применительно к организации цифровой образовательной среды.

В современном образовательном пространстве информационная грамотность преподавателя становится неотъемлемой частью его профессиограммы («норм и требований профессии к видам профессиональной деятельности и качествам личности специалиста» [4,стр.312]). Развитие цифровых технологий и интернет-пространства позволило создать новые форматы получения знаний - дистанционный, онлайн, с применением электронных образовательных ресурсов. Успешность реализации таких форм обучения во многом будет зависеть от информационной культуры преподавателя, под которой следует понимать совокупность информационного мировоззрения и системы знаний и умений, обеспечивающих целенаправленную самостоятельную деятельность по оптимальному удовлетворению индивидуальных информационных потребностей с использованием как традиционных, так и новых информационных педагогических технологий [5,стр.14].

Какие вопросы возникают в процессе развития информационной культуры преподавателя в высшем образовательном учреждении?

1. Мы должны уметь осуществлять поиск необходимой информации (информационных единиц) и применять полученную информацию в собственной педагогической деятельности.

2. Создавать методическое обеспечение электронной формы учебного процесса, знать и уметь отбирать наиболее эффективные приемы и средства обучения для электронного способа взаимодействия с обучающимися.

3. Уметь работать с электронными учебно-методическими материалами и, что немаловажно, иметь к ним доступ. Электронный формат обучения приводит к появлению большого количества цифрового учебного материала: мультимедийные учебные комплексы, сетевые учебники и учебно-методические пособия, веб-приложения к печатным учебникам и учебным пособиям, сетевые тестовые системы, специализированные информационные ресурсы. Для преподавателя важно понимать потенциал использования того или иного учебного материала в образовательном процессе и целесообразность его применения согласно целям обучения.

4. Создавать авторские учебно-методические материалы, а это связано с выходом преподавателя на новый уровень информационной грамотности, т.к. такая работа связана со знаниями, умениями и навыками администрирования LM S-систем (систем управления учебной деятельностью), владением приемами электронного формата обучения. От педагога требуется умение

наполнять электронные курсы авторскими материалами, отбирать и размещать фото- и видеоматериалы, ссылки на аудио и видеоматериалы.

5. Реализация онлайн-обучения. Преподавателю следует уметь:

– моделировать учебную среду; - осуществлять онлайн-обучение при помощи современных (Skype, Viber, W hatsApp);

– применять интерактивные функции видеомессенджеров; - работать с веб-площадками для проведения вебинаров ;

– использовать интерактивный электронный раздаточный материал в режиме реального времени (презентации, страницы учебников, аудио- и видеоматериалы, ссылки на интернет-ресурсы).

Этими составляющими информационной грамотности достаточно трудно овладеть без специального обучения, в связи с чем можно говорить о необходимости комплексной методической поддержки преподавателей вуза, с одной стороны, в целях совершенствования их профессиональных компетенций, с другой - для популяризации современных цифровых образовательных средств обучения.

Каковы методические возможности современных компьютерных технологий в онлайн-обучении?

Новый цифровой формат обучения реализуется при использовании электронного раздаточного материала. Это могут быть презентации, страницы учебников, аудио- и видеоматериалы, ссылки на интернет-ресурсы. Электронный раздаточный материал может представлять например, учебный тренажер, в котором слайды презентаций выстроены по следующему принципу: объяснение, тренинг, самостоятельная работа. Возможно включение таких темы, как «Одушевленные и неодушевленные существительные», «Род и число существительных», «Личные и притяжательные местоимения», «Прилагательные», «Глаголы 1 и 2 спряжения». Задачами преподавателя при использовании данного тренажера являются комментирование слайдов и проверка усвоения материала.

Особое место в онлайн-обучении занимают электронные учебники. Электронные учебники, с одной стороны, системно представляют языковой материал, с другой - обеспечивают его представление с помощью мультимедиа: фото, видео, графики, анимации, звука, что позволяет студентам приблизиться к моделированию языковой среды (вернее, типовых ситуаций общения).

Электронный учебник обеспечивает:

– обучение на основе аудиовизуальной информации для понимания устной речи, звучащей в нормальном темпе, интонационно и графически маркированной;

– моделирование искусственной речевой среды с заранее запрограммированной структурой, в которой происходит общение и адаптация к ней;

– управление процессом обучения путем создания проблемных ситуаций с помощью видеоряда и указаний условий и способов их решения;

– включение в процесс спонтанного говорения, решения речевых и поведенческих задач; - варьирование способов презентации материала и его изучения.

Таким образом, можно отметить, что информационная грамотность позволяет реализовывать педагогический процесс на основе применения современных электронных средств, интенсифицирующих учебную деятельность, в гармоничном сочетании с традиционными способами обучения. Однако реализация этих планов невозможна без совместных усилий триады – ВУЗ, преподаватель, студент.

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ВОСПИТАТЕЛЬНЫЙ АСПЕКТ ВУЗОВСКОЙ СРЕДЫ КАК ВАЖНЫЙ ФАКТОР УСОВЕРШЕНСТВОВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО (на примере работы студенческого кружка)

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Annotation: The article considers the problem of the educational aspect of the university environment as an important way of improving the Russian as a foreign language (hereinafter – RCT). The author of the article describes the work of Russian Language Student Club at Astrakhan State Medical University. Thearticlepresen tsthemaindirectionsof Russian Language Student Club.

Keywords: Russian Language Student Club, Russian as a foreign language, educational aspect, foreign student, teacher.

Аннотация: В статье рассматривается проблема воспитательного аспекта вузовской среды как важного фактора усовершенствования русского языка как иностранного. Автор статьи описывает работу студенческого кружка любителей русской словесности Астраханского государственного медицинского университета. Встатьевыделяютсяосновныенаправленияработыстуденческогокружка.

Ключевые слова: кружок любителей русской словесности, русский язык как иностранный, воспитательный аспект, иностранный студент, преподаватель.

В условиях современной глобализации «в российские вузы ежегодно поступают иностранные граждане из стран ближнего и дальнего зарубежья. Астраханский государственный медицинский университет не является исключением» [Юсупалиева Л.Н., Курманова А.М., 2021: 488].

Воспитательной аспект работы с иностранными студентами в университете представляет собой неотъемлемую часть образовательного процесса в целом. «Стратегическая цель воспитательной работы с иностранными обучающимися заключается в создании условий для развития личности и регулирования социально-культурных процессов, способствующих укреплению нравственных, гражданских, общекультурных качеств иностранных граждан, обучающихся» в университете. [Дмитриева, Рубцова, 2017:34]. М.И. Васильева считает, что данная цель «может быть достигнута при условии дополнительных усилий и значительных затрат времени в решении всеми преподавателями профессиональных задач и в рамках учебного предмета, и во внеаудиторной деятельности» [Васильева, 2006: 41].

Цель нашего исследования – выяснить, какую роль играет внеаудиторная воспитательная деятельность в процессе усвоения РКИ.

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Внеаудиторная воспитательная работа на кафедре русского языка Астраханского ГМУ проводится по разным направлениям. «Одна из задач внеаудиторной работы в процессе обучения РКИ – развитие речевых навыков и умений» [Дмитриева, Рубцова, 2017:34].

Внеаудиторная воспитательная работа кафедры русского языка Астраханского ГМУ имеет несколько направлений, одним из которых является работа в рамках студенческого кружка любителей русской словесности. Кружок функционирует на базе кафедры русского языка Астраханского ГМУ с 2010 года. Участники кружка – иностранные студенты ближнего и дальнего зарубежья, российские студенты. Заседания кружка проходят ежемесячно. Работа кружка любителей русской словесности проводится по следующим направлениям:

1. Ежемесячное оформление стенгазет иностранными и российскими студентами. Тематика стенгазет – творчество поэтов и писателей-юбиляров. Данное направление заключается в том, что студенты-иностранцы совместно с российскими студентами готовят стенгазеты, далее на заседаниях кружка выступают с докладом о творчестве данных поэтов и писателей.Цель данного направления – повышение уровня знаний о русской литературе, а также усовершенствование коммуникативных навыков общения между студентами-иностранцами и российскими студентами. В условиях современного обучения в дистанционном формате данное направление также организуется на базе различных Интернет-ресурсов (например, заседания на базе платформы ZOOM).

2. Ежеквартально руководителем и участниками кружка проводятся различные викторины по русскому языку, на которых студенты узнают новую информацию, а также демонстрируют свои знания о русском языке. Викторины также проводятся в дистанционном формате на базе различных платформ (например, Kahoot, и др.)

3. Проведение литературных гостиных и вечеров. Цель данных мероприятий – знакомство студентов-иностранцев с творчеством российских писателей и поэтов, совершенствование речевых навыков иностранных студентов. Например, при подготовке к литературной гостиной иностранные студенты учат стихотворения. Процесс заучивания поэтических произведений помогает студентам тренировать фонетические умения и навыки, а также знакомит студентов с новыми интонационными особенностями декламации стихотворений. Литературные вечера, посвященные писателям-юбилярам, подразумевают инсценировку отрывков из прозаических произведений. Процесс подготовки к данному виду работы помогает студентам-иностранцам познакомиться с новыми российскими студентами, что впоследствии окажет положительное влияние на развитие речевых навыков при общении. Данный вид работы также может быть организован в дистанционном режиме. Например, поэтический флешмоб, на котором участники кружка декламируют стихотворения на базе различных веб-платформ.

4. Организация и проведение олимпиады по русскому языку и культуре речи. Руководитель и актив кружка ежегодно проводят внутривузовскую студенческую олимпиаду по русскому языку и культуре речи для иностранных студентов ближнего и дальнего зарубежья. Данное мероприятие также способствует повышению уровня знаний по русскому языку, знакомит студентов-иностранцев с интересными заданиями.

5. Участие в Неделе русского языка. Актив кружка любителей русской словесности ежегодно принимает участие в работе Неделе русского языка, организуемой кафедрой русского языка Астраханского ГМУ. В рамках недели ежедневно проводятся интересные и познавательные мероприятия для иностранных студентов ближнего и дальнего зарубежья (конкурсы, викторины, поэтические вечера). Иностранным студентам «нравится принимать участие в этих конкурсах. Студенты прикладывают много усилий для подготовки своего выступления, в процессе которого они не только узнают новые слова, идиомы, фразеологические сочетания русского языка, но и начинают лучше понимать русскую речь и шутки» [Сатретдинова, Пенская, 2020: 64]

6. Участие в студенческих научных конференциях. Руководитель кружка любителей русской словесности ежегодно готовит актив кружка к участию в студенческих научных конференциях, что способствует формированию у студентов-иностранцев навыков работы с научным

проектом. Процесс поиска новой информации, чтение статей по направлению своего исследования также помогают студентам-иностранцам повышать уровень знаний по РКИ.

Итак, работа студенческого кружка любителей русской словесности направлена на расширение познаний в области русского языка, повышение уровня речевой культуры иностранных студентов. Процесс организации и проведения мероприятий в рамках работы кружка любителей русской словесности помогает студентам быстрее адаптироваться к новым социокультурным условиям.

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XORIJIY TILLARNI O‘QITISHNING DOLZARB MASALALARI: MUAMMOLAR VA YECHIMLAR

Mavzusidagi xalqaro ilmiy-amaliy onlayn anjumani

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