2023-yil. 3-son.

TIL VA ADABIYOT TA'LIMI

O'ZBEKISTON RESPUBLIKASI
MAKTABGACHA VA MAKTAB
TA'LIMI VAZIRLIGINING
ILMIY-METODIK JURNALI

Elektron jurnal

НАУЧНО-МЕТОДИЧЕСКИЙ
ЖУРНАЛ МИНИСТЕРСТВА
ДОШКОЛЬНОГА И
ШКОЛЬНОГО ОБРАЗОВАНИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН

ПРЕПОДАВАНИЕ ЯЗЫКА И ЛИТЕРАТУРЫ

Электронный журнал

LANGUAGE AND LITERATURE TEACHING

SCIENTIFIC-METHODOLOGICAL JOURNAL OF THE MINISTRY
OF PRESCHOOL AND SCHOOL EDUCATION
OF THE REPUBLIC OF UZBEKISTAN

Electronic journal

ISSN 2010-5584

Nasiba Nasrulloyeva. Ingliz kompyuter va internet jargonlarining yasalish xususiyatlari 66
Mushtariy Vohidova. Jahon adabiyotshunosligi asarlarining yuksak mafkuraviy-tafakkur yo'nalishi bilan 68
I.S. Qilichev. Oliy ta'lim muassasalarida kredit-modul tizimi asosida o'qitish mexanizmini takomillashtirish 70
Zohida Tursinova. Maktab ingliz tili o'qituvchilarini pedagogik kompetentligini baholash 72
Fotima Ismoilova. Xurshid Do'stmuhammad hikoyalarida modernistik ohanglar 73
Maftuna Khasanova. Modern methods of teaching english in higher education institutions 74
Nasiba Mirzayeva. Non-traditional methods in EFL 76
Jayron Radjabova. The role of multilingualism and monolingualism In ESL teaching 78
Roza Turdieva. The role of transformative learning in uzbek higher education system 79
Dilfuza Toshpulatova. Ona tili ta'limida o'quv topshiriqlarning mazmuni va uni takomillashtirish jarayoni 81

TILSHUNOSLIK

Arofat Sharipova, GulchekhraTursunova. Implementation of the culture-oriented linguistics approach using role-playing games in efl classes 43
Aytkul Djalilova. Translating idioms from english into uzbek 86
Dilafruz Umarova. The role of pragmatic meaning in teaching english 87
Eldorbek Khamitov. Newspaper and magazine headlines 89
Go'zal Maxamatxo'jayeva, Iroda Siddiqova. O'zbek tiliga ingliz tilidan o'zlashgan va o'zlashayotgan so'zlar haqida ba'zi mulohazalar 91
Kamola Alautdinova. Nutqiy faoliyat muloqot negizi sifatida 93
Odina Arifjanova. Gamification as a tool to improve second language acquisition 95
Sitora Yadigarova. Kiyim nomlarining ingliz tilshunosligida o'rganilishi 96
Mukhlisa Kenjayeva. Types of evaluative adjectives in english and uzbek 97

KICHIK TADQIQOT

Madina Ashirbayeva. Muhabbat Yusupova. Og'zaki nutqni rivojlantirishga qaratilgan WebQuest vazifalarini 11-sinf o'quvchilarida qo'llash 99
Eldorjon Shermatov. Elektron platforma xorijiy tillarga o'qitish vositasi sifatida 101
Laylo Alimjanova. Challenges in esp teaching: needs analysis in ESP 104
Mavluda Djurayeva. The choice of language in note-taking 107
Shohida Isakova. "Temur tuzuklari"ning fransuzcha va inglizcha tarjimalarida harbiy terminologiyaning ifodalanishi 110
Zanjiloy Abdusalamova. O'zbekning yuragidan joy olgan rus shoiri Faynberg 112

ИСПОЛЬЗУЙТЕ ЭТИ МАТЕРИАЛЫ

Рануша Атаева. Русский язык как средство формирования зунов по специальности 113
Эльдар Гиздулин, Зухридин Нуридинов. Современные информационные технологии – важное средство повышения качества образования 115

ЯЗЫКОЗНАНИЕ

Гулчехра Саримсакова. Развитие сравнительно-сопоставительной лингвистики в Узбекистане....117
Нилуфар Кахарова, Дилдорахон Хасанова. Синономия фразеологизмов и другие единицы лексико-сематического уровня 119

ЛИТЕРАТУРОВЕДЕНИЕ

Насиба Хайдарова. Особенности передачи восточного религиозного дискурса в прозе русскоязычных писателей Узбекистана....122

ПОЛЕМИКА

Махбуба Раимжанова. Современный подход к преподаванию русского языка как иностранного в неязыковом вузе 124

ПРОБЛЕМЫ. ПОИСКИ. РЕШЕНИЯ

Дилмура Умарова. Проблемы и перспективы современного урока русского языка в национальных школах 126

ОБРАЗОВАНИЕ: ОПЫТ, АНАЛИЗ, РЕЗУЛЬТАТЫ

Фарида Умарова. О взаимодействии обучающихся и преподавателей в совершенствовании личностно-ориентированного обучения в военных вузах 128

ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ

Гулжазира Утенбаева. Применение технологии «SMARTEF» при обучении русскому языку будущих офицеров ввоу 131

ФОРМЫ ОБУЧЕНИЯ

Индира Наркулова. Работа с песнями как средство мотивации в высших военных образовательных учреждениях....133

In the following months, I questioned him with a couple of easy and common speaking questions about his family, friends, his favorite food, animal, songs, travelling, holidays and recorded his voice. For the first time, the results were not so bad, but not so satisfying. I made him listen to his recorded speech and let him find his own mistakes in grammar, pronunciation and intonation. His daily homework used to be, at the first step, to answer 10 questions and record them without looking at anything, at the second step, to write answers, to read them and to record them, the final step was to listen to the recordings, find his own mistakes and correct them by his own. However, our first interview was rather difficult for him to find the correct vocabulary, to think about the main topic, to avoid the monotonous speech and to use organized grammar. Mrs. Leyla struggled at first to communicate with others, in the first month, she could only understand and acquire a few basic words in the language. But, day by day, after watching films and news in Russian on television and listening to songs in Russian on the radio, she gradually achieved proficiency in the language, overcoming the hurdles.

The main objective of that case study was to demonstrate that knowing more languages makes you self-confident and creates a great deal of opportunities in terms of career and monetary side. Multilingual data collection and analysis methodologies should be made available and peer evaluated on a regular basis. Despite the fact that these factors have an impact on the quality of the data and the reliability of the analyses, published research usually ignores multilingual methodologies such as language proficiency of people engaged or translation quality assurance.

Finally, there has to be a real conversation about publishing strategies in the publishing industry. And Akmal has gained a chance to go abroad and earn much money, to see the world, new lifestyle, new people and new traditions that is one of his great dreams. Now he can talk to people in English without any barriers due to some practices and udeful techniques.

Reference

1. Beebe, S. A., & Masterson, J. T. (2003). Communicating in small groups. Pearson Education Inc. Boston: Massachusetts.
2. Belcher, D. (2006). *English for Specific Purposes*, *25*(3), 257–259.
3. Bulter-Pascoe, M.E. (2009). English for specific purposes (ESP), innovation, and technology. English education and ESP, 1-15.
4. Butler-Pascoe, M. E., &Wiburg, K. M., (2003). Technology and teaching English. language learners. New York: Pearson Education, Inc.
5. Douglas, D. (2013). ESP and assessment. In B. Paltridge, & S. Stareld (Eds.), The handbook of English for Specifc Purposes (pp. 367-383). Wiley-Blackwell.
6. Ellis, R. (2003). Designing a task-based syllabus. RELC Journal, 34(1), 64-81.

Roza Turdieva,
Tashkent State University of Uzbek language and literaturenamed after Alisher Navoiy
Department of English language, Senior teacher

THE ROLE OF TRANSFORMATIVE LEARNING IN UZBEK HIGHER EDUCATION SYSTEM

Abstract: Transformational learning is the process of changing one's fundamental worldview and specialized capacities in order to increase consciousness. Critical thinking is one of the numerous talents that may be developed through online education. Furthermore, defined is the function of transformational learning in Uzbek higher education.

Key words: transformative learning, critical thinking, online education, innovative technologies

Annotatsiya: Transformativ ta'lim - bu ongni oshirish uchun insonning asosiy dunyoqarashi va maxsus qobiliyatlarini o'zgartirish jarayoni. Tanqidiy fikrlash onlayn ta'lim orqali rivojlanishi mumkin bo'lgan ko'plab iste'dodlardan biridir. Bundan tashqari, O'zbekiston oliy ta'limida transformatsion ta'limning o'rni va ahamiyati ushbu maqolada ochib berilgan.

Kalit so'zlar: transformativ ta'lim, tanqidiy fikrlash, onlayn ta'lim, innovatsion texnologiyalar

Аннотация: Трансформационное обучение — это процесс изменения фундаментального мировоззрения и специализированных способностей с целью повышения сознания. Критическое мышление — один из многочисленных талантов, которые можно развить с помощью онлайн-образования. Кроме того, описывается функция трансформационного обучения в узбекской системе высшего образования.

Ключевые слова: трансформационное обучение, онлайн-образование, инновационные технологии.

Introduction. When it comes to learning, the majority of people identify it with formal education received in schools, colleges, and universities. These are the official educational settings where students should receive a top-notch education. They contend that education can improve a person's productivity, capacity to land better, more meaningful jobs, and ability to earn more money in their chosen profession. On the other hand, lifelong learning covers all area of life, including education from conception to death. Education is simply one of many different learning strategies because there are many other ways to increase one's knowledge and develop useful skills during the course of a person's lifetime. As a result, lifelong learners are motivated by a desire to learn and grow. It indicates that people have made a deliberate and intentional effort.

Literature review. Mezirow's transformative learning theory was derived from the ideas and methods of other philosophers, such as Kuhn and Habermas. Mezirow used a number of contributions and ideas from earlier philosophers as reference words, including disorienting dilemmas, frames of reference, meaning perspectives and schemes, viewpoint change, habits of mind, and critical self-reflection. According to the transformational learning theory, individuals' reference frames—their preconceived notions and expectations—must fundamentally change in order for learning to take place. This change in reference frames has a fundamental impact on the conceptions, knowledge, and activities of the mind. In order to create new frames of meaning in light of this transformation, more outstanding critical reflection and thought is required. only considering the environment critically and reflecting.

The only thing that can change meaning structures throughout this transformation process is critical thought and reflection on the context, subject matter, methodology, or ideas. In order for ideas, attitudes, ethical convictions and values, cultural meanings and understandings, as well as abstract and aesthetic standards, to change, critical thinking should be focused on shifting frames of reference.

Results and discussion. Even though there are many differing and often contradictory viewpoints on critical thinking and transformative learning theories, many research works show that critical reflection or thinking is necessary for transformative learning and inspiration and motivation. Mature people are encouraged to be independent learners who can think for themselves. They develop their sense of the world not considering what they want to do, what they think is valuable, think or feel. Within family views, dispositions, and life experiences, religious and cultural values all influence these elements. This autonomous thinking process aids individuals in developing independent thinking skills, which are necessary for participation in and living in a democratic civil society and making ethically correct judgments. One of the most critical higher education goals is to teach learners to be autonomous thinkers. Students are likely stimulated to think critically under their individuality and modify the set principles of thinking, acting, or building resolutions. This can be reached when the teacher responds with positive support to students' participation in discussions, held either online or offline. Also, when tests, case studies, and other tasks are checked on time, and appropriate feedback is given, learners are aware that their labor is evaluated and assessed.

Conclusion. The primary purpose of educational establishments such as institutions, universities, or colleges must be to incorporate students into the community and prevailing cultural and ethical ideals as people and citizens. As a result, the educational system and curriculum established and designed should consider the above-mentioned learning approaches and encourage people to engage in critical reflection to be critical citizens. It is essential, in this regard, to determine if residents will have sufficient support and a dynamic environment in which to change.

References:

1. Jack Mezirow, "Transformative learning: Theory to practice", https://www.ecolas.eu/eng/wp-content/uploads/2015/10/Mezirow-Transformative-Learning.pdf

2. Kyungmee Lee*, Clare Brett, "Dialogic understanding of teachers' online transformative learning: A qualitative case study of teacher discussions in a graduate-level online course", Teaching and Teacher Education journal homepage: www.elsevier.com/locate/tate

3. Joshua P. DiPasquale, "Transformative Learning and Critical Thinking in Asynchronous Online Discussions: A Systematic Review"