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ПОД-СЕКЦІЯ 6. Теорія, практика і методи обучения.

EFFECTIVE STRATEGIES FOR MISTAKE CORRECTION IN EFL CLASSROOM

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Ключові слова: виправлення помилок, самооцінка, навчальний процес, говоріння, мовні навички.

Keywords: mistake correction, language skills, speaking activities, self-esteem, educational process.

It is necessary to emphasize that sometimes it is rather complicated to give definite unequivocal advice whether to correct mistakes made by students practicing some language activities or not. Some scientists consider that correction doesn't help the language learning process of internalising rules, other scientists tend to be in favour of correcting all mistakes made by students as it seems more 'teacher-like' to do something about mistakes. Definitely there are cases in which constant interruption for mistake correction wouldn't be appropriate as well as situations in which it is better to aim at fluency rather than the accuracy.

It should be emphasized that the cases in which mistake correction is meaningless and inopportune are the following:

If we deal with weak students and they tend to make a lot of mistakes, firstly, it would be just impossible to correct all mistakes, moreover, it makes no sense since such students won't be able to continue speaking because they will definitely get flustered and lose train of thought due to ceaseless interruption, secondly, they wouldn't be able to perceive and re-

member all corrections, thus, they will surely continue to make the same mistakes in the future. On top of that students that are constantly interrupted for mistake correction can get frustrated, lose motivation, develop psychological barrier that will hinder participation in class activities in the future.

It is inadvisable to interrupt speaking activity in case it is quite obvious for the teacher that the error made by the student is so called slip of the tongue error.

Teachers don't need to correct errors that are beyond students' current capabilities in English.

It is important to remember that there is no use trying to force weak or average students lacking speaking skills to talk, thereby provoking possible aggravation of the fear to make mistake and making them even less reluctant to speak in the future. It would be sensible to create amicable learning environment, where learners are not afraid of making mistakes and being ridiculed. The task of any foreign language teacher is to make students understand that mistakes made in the process of acquiring new language skills

should be considered as an excellent opportunity to get knowledge or improve language skills.

Naturally, not all students are affected by the factors mentioned above. Basically, it is common for people with low self-esteem and high levels of anxiety, i.e. people experiencing psychological distress in all situations associated with the evaluation of their activities. [2] Since learning a foreign language is associated with a large number of errors (that is surely inevitable when learning new skills), participation in speaking activities becomes a major stress for students who are seeking to meet the expectations of others and are afraid to fail (i.e. to make a mistake speaking foreign language), which is a consequence of low self-esteem and self-doubt.

Unfortunately, these psychological characteristics are inherent to a large number of students, which means that the main task of the lesson will not be accomplished and such students will not acquire communication skills, learn to use foreign language for its intended purpose, i.e. as a means of communication. Taking into consideration all the above mentioned factors, it is important to help the teacher find the necessary solutions so that the educational process might be carried out to the full extent, while minimizing stress factors arising in the process of foreign language communication.

In case we deal with shy students lacking confidence, improper correction could be quite embarrassing, thus leading to intimidation and wouldn't encourage such students to take active part in speaking activities next time. Moreover, if a

student makes too many mistakes (be it grammar mistakes, vocabulary mistakes, pronunciation mistakes, etc.), constant interruption for correction would inevitably cause to lose the train of thought. What can be undertaken to avoid such unfavourable scenario?

One of the possible ways to give feedback on mistakes in a sensitive way is to jot down mistakes on note pads while listening to speaking activities and afterwards point out the mistakes to the student who made them or explain the rules to the whole class without giving unnecessary details of whose mistake it was. If such strategy of mistake correction is applied during the lesson, students feel free to make mistakes and it should be considered as a great advantage since it is well-recognised fact that all we learn by making mistakes.

The task of a foreign language teacher is to create friendly homelike atmosphere in which mistakes made by students are not taken for "criminal acts" for which you are going to be undoubtedly punished, but as the advantageous integral part of any learning process without which it would be just impossible to acquire knowledge and new skills as well as to work on and improve existing ones. Students should be aware of the fact that to avoid situations in which you can definitely make a mistake would become the biggest mistake of all.

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ПОД-СЕКЦИЯ 6. Теория, практика и методы обучения.

FORMATION OF PROFESSIONAL COMPETENCE BY MEANS OF FOREIGN LANGUAGE COMMUNICATION

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Ключові слова: іншомовна комунікативна компетентність, професійна підготовка спеціалістів, компетентісний підхід, комунікативні уміння, професійна компетентність студента.

Keywords: foreign language communicative competence, professional training of specialists, competence-based approach, communication skills, student's professional competence.

Professional communicative competence implies the ability of a specialist to realize the knowledge acquired in the process of learning, skills and abilities to ensure effective direct (with understanding by hearing and speaking) and mediated (when reading and writing) professional communication. Competence-based approach to the definition of goals and content of education makes it possible to highlight the importance of forming professional communicative competence in training a specialist not only as a basis for formation of the competent, cultural professional, but also as a tool for acquiring future professional skills that allow to apply knowledge gained in various fields in practice.

Foreign language naturally is one of the main means of formation of professional communicative competence of the student as it is an integrative subject and learning a foreign language involves the concentration and integration of language and special knowledge.

Knowledge of a foreign language is not only an attribute of a person's cultural development, but also a condition for person's successful activity in various spheres of industrial and social life. The criterion of the effectiveness of real communication is its productivity, the achievement of mutually beneficial results. Foreign language is used in the process of working with foreign companies, in communication at various professional conferences, in personal contact. The ability to adapt to new information means; to be ready to participate in international professional communications; the ability to adapt to the conditions of the modern labor market - these are the qualities that are formed in the process of developing foreign language communicative competence. They determine the competitive advantage of graduates of a modern university, ensure their career growth, and contribute to their life success. It is obvious that the formation of foreign language communicative competence is one of the impor-

tant aspects of professional training of specialists.

In modern linguistics the communicative competence refers to the possession of linguistic competence, i.e. mastering a certain amount of information of language material, the ability to correlate language means with the tasks and conditions of communication, as well as the ability to organize speech communication taking into account social norms of behavior and the communicative expediency of the statement. Foreign language communicative competence can be defined as the ability to solve communicative tasks in a specific framework of many communicative situations.

The structure of professional foreign language communicative competence is quite complex and includes not only the linguistic component (possession of means of speech communication), the information component (professional competence), but also the cultural component (background knowledge of communication partners and realities belonging to another culture). Communicative competence is the interaction of the fundamental systems of knowledge and skills necessary for the implementation of communication.

The formation of foreign language communicative competence is aimed at developing the ability to practically use real, living language and is designed to teach the conscious correlation of linguistic phenomena with their communicative functions: informative, regulatory, emotionally assessed and etiquette.

In the course of the implementation of these functions, appropriate communication skills are formed: - information request, reporting of information, perception and understanding of the perceived information; - motivation to something, a request for something, advice, an agreement on something, a perception of motivation and a reaction to it; - expression of opinion, assessment, feelings, emotions, belief, expression of pleasure / displeasure; - address, the beginning of a conversation, an expression of interest in the interlocutor, the maintenance of a conversation, the end of a conversation, congratulations, thanks, an expression of sympathy [1].

For the successful realization of these functions by means of a foreign language, it is necessary to own these means, to be able to use them in the main types of speech activity, to know regional geographic realities, features of speech and non-speech behavior in a socio-cultural context.

The formation of foreign language communicative competence, as one of the main goals of teaching a foreign language in higher education, is a means of achieving another, common goal - the development of a student's professional competence. Enriched by appropriate knowledge and skills in the process of educational and professional activities, foreign language communicative activity contributes to the development of students' communicative competence and ensures their successful professional activity in the future. Foreign language communicative competence should be considered as a resource quality, which serves as the basis for the formation of a professional and

competent specialist and, therefore, should be taken into account when designing educational programs of the new generation.

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THE CATEGORY OF POLITENESS IN SPEECH COMMUNICATION

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Annotation: *The article contains an overview of the main views on the category of politeness, represented in the papers of Russian and foreign linguists. There are described the general criteria defining the category of politeness. The author of the article gives her own definition of the notion of "politeness".*

Keywords: Politeness, social norms, situation of communication, rules of communication, "face" of the interlocutor, linguistic culture of the society.

КАТЕГОРИЯ ВЕЖЛИВОСТИ В РЕЧЕВОЙ КОММУНИКАЦИИ

Аннотация: *В статье представлен обзор основных трактовок категории вежливости в речевой коммуникации, содержащихся в работах отечественных и зарубежных лингвистов. Выделяются основополагающие критерии, определяющие категорию вежливости, дается авторское определение понятию «вежливость».*

Ключевые слова: Вежливость, социальные нормы, обстановка общения, правила ведения коммуникации, «лицо» собеседника, лингвокультура социума.

The category of politeness over the years has been and remains the subject of research by linguists, since it is politeness that contributes to the successful conduct of communication. In the linguistic literature contains many definitions of the concept of "politeness". In this article, we present an overview of the main approaches to understanding the category of politeness proposed by domestic and for-

eign linguists. In our opinion, the following approaches to the understanding of politeness in speech communication can be distinguished:

- 1) in terms of following social norms;
- 2) in terms of compliance with the rules or maxims of conversation;
- 3) in terms of preserving the "face" of the interlocutor and his own.

1. Understanding politeness in terms

of following social norms. This approach has appeared since the publication of the first textbooks on speech behavior, intended for representatives of the “secular circle”. Politeness was considered strict adherence to the rules of speech behavior in secular society, the deviation from these rules was interpreted as impolite. In modern speech communication, the concept of politeness as following social norms has not lost its relevance. Modern linguists pay attention to the fact that different linguistic cultures have their own specifics in the set of rules, which are interpreted as polite speech behavior.

Researchers draw attention to the need to take into account the situation of communication:

– official / unofficial and degree of acquaintance of communicants. In official communication, the interlocutors are influenced by restraining social prohibitions on certain actions: manifestation of irritation, aggression, etc. In such situations, the communicators’ self-control over their own verbal behavior is usually very high. Self-control is manifested in the frequent use of formulas of speech etiquette, emphasized polite statements. In an informal setting, especially when communicating people who know each other well, the control of interlocutors for their own speech is reduced. As a result, the use of polite designs included in the speech etiquette system is reduced. Underlined politeness when communicating in the family, among friends will be perceived negatively, as the official “cold” politeness [1, p. 221].

2. Understanding of politeness in terms of compliance with maxims, postu-

lates or rules of conversation. Fundamental to the definition of politeness in speech communication was the work of G. Grice “*Logic and speech communication*”, in which the author highlighted the principle of cooperation as the leading principle of speech interaction. G. Grice notes that for successful communication, it is necessary for each interlocutor to cooperate and contribute to the development of a conversation [4, p. 45–46]. The work of G. Grice was the impetus for the formulation of a number of other maxims and rules for polite conversation.

3. Understanding of politeness in terms of preserving the “face” of the interlocutor and your own. The basis of this approach is the concept of “person” as a positive social image of a person. Since communication takes place, as a rule, with direct verbal contact of interlocutors, the goal of each of them should be to preserve their “face” and not damage the “face” of the other [3, p. 325].

The mitigation of the communicative situation is helped by the implementation of the norms of “positive” and “negative” politeness. These are situations when the speaker demonstrates a benevolent attitude towards the interlocutor, a positive assessment of the addressee. For example, talking with a pet might mitigate the urge:

Don't be late, honey.

“Negative politeness” is aimed at satisfying the “negative face” of the addressee, i.e., his desire to maintain a certain social distance and independence. Representatives of the Anglo-American linguoculture are characterized by the use of the norms of precisely “negative” politeness.

Thus, the category of politeness in speech communication appears as a complex, multi-faceted phenomenon, imposing on the interlocutors the obligation to maintain a positive image (“face”) of all the participants in the conversation; comply with the rules imposed by the society of this linguoculture; take into account the atmosphere of communication and the degree of acquaintance with the interlocutor; maintain a friendly, respectful tone of communication.

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THE IMPORTANCE OF EDUCATION IN DEVELOPING STUDENTS PROFESSIONAL PROFECIENCY.

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***Аннотация.** В данной статье, автор анализировал проблему формирования личностной и профессиональных качеств студентов в процессе профессионального обучения.*

***Annotation.** In this article, the author analyzed the problem of the formation personality and professional qualities of students in process of vocational training.*

Key words: Pedagogical activity, student identify, spiritual and moral education, professional skill, education functions, personal quality, pedagogical technology.

Today, the work is being done to improve the quality of education all around the world. Taking into account these aspects special attention is paid to improving the effectiveness of teaching in universities. One of the principal aims of this system is – attracting young people to scientific activity, giving a chance to demonstrate their intellectual potential. As a result of appearing the emergence of various risk factors in social life, the education is more important than past now. After the Independence of the Republic of Uzbekistan, if education of harmoniously developed generation is considered as a priority of state policy, now it is considered as a priority task to bring it to a new level of quality. In particular, on this subject president Sh. Mirziyoyev said “ It is very important to solve another problem ” in meeting of addressing the results of the country’s socio-economic moderniza-

tion in 2016 and the most important directions of the economic program for 2017. These are the levels of professors and teachers and their special knowledge. On this subject, the need to create an environment that promotes the process of education, spiritual enlightenment and the formation of true values and special assignments given to the relevant ministers are evidenced that our government are paying special attention to the deflections and problems in education. As well, we can say that improving the effectiveness of educational and training activities in 2017 is reflected in the Decree on the strategy for further development of the Republic of Uzbekistan in 2021.

Education in the system of education is an important stage of continuous education. On this subject, formation of a person’s vital world view is provided, and then it is transformed into conscious self

discipline.

So, there is a need for a complex approach to the educational process in educational institutions. We can see these actions in the greetings of the president of the Republic of Uzbekistan: We understand that today there are more important and current challenges. On this subject, to strengthen the material and technical base of science and education sphere, to use of advanced methods of training and retraining of pedagogical values, to cooperate with leading foreign centers, to attract modern technologies in the sphere, to encourage teachers difficult job and in shortly, all opportunities are created to build a new generation.

This task is reflected in the theoretical model of higher education graduates.

To give theoretical and practical information for youth for developing their moral, emotional, physical, psychological, ethical features, to create a chance for learning foreign languages, to be able to analyze processes and systems, to form flexibility in practical mobility and professionalism.

Upbringing of a person who meets the requirements of the reforms being implemented in society, adapting to the emerging competition, meeting the qualifications of specialists.

To from the creative thinking and organizational qualities of caring, curiosity, discipline, enthusiasm.

Mentally motivated mental and practical development, self-reliant and emotional self control.

Future professionals need to cultivate such qualities as publicity, inter ethnic,

friendship, humanity, understanding others, being aware of the issues of proper functioning.

These features, in turn, need to be able to analyze the individual's ability to analyze the social and environmental phenomena of discipline and professionalism of the specialist and to work in the same relationship with all student's. As a means of learning, the teacher's personal example and reputation, the values of academic unions are very crucial. In fact, moral and emotional features make it possible for individuals to have positive influence, only a good connoisseur can be an example to student's.

Therefore, the organization of educational work in the higher education system is firstly seen in the quality of the teaching staff, compliance with the rules of conduct and internal procedures and the professional and scientific arrangements. The student's knowledge acquired during the lesson is the main source of their intellectual and spiritual development outside of the audience.

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VERBAL AND NONVERBAL ASPECTS IN DIALOGUE SPEECH

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Annotation: *The effectiveness of dialogue interaction in various areas of communicative activity is largely determined not only by organizational principles but also by the impact of linguistic elements and units of nonlinguistic order.*

Keywords: Dialogue speech, communication, non-verbal aspect, tactility, interaction, communicative process.

ВЕРБАЛЬНЫЕ И НЕВЕРБАЛЬНЫЕ АСПЕКТЫ В ДИАЛОГИЧЕСКОЙ РЕЧИ

Аннотация: *Эффективность диалогической интеракции, протекающей в различных сферах коммуникативной деятельности, во многом определяется не только организационными принципами, но и воздействием языковых элементов и единиц неязыкового порядка.*

Ключевые слова: Диалогическая речь, коммуникация, невербальный аспект, актуальность, взаимодействие, коммуникативный процесс.

The study of the problems of complex perception of information is the formation of a holistic image or a complete picture of the “understanding of an object” from the point of view of its manifestation in verbal and non-verbal components [4; 11] is a relevant and significant aspect in the study of the system of interaction between man and the surrounding reality. For this reason, use in the process of perception various communication channels, such as tactile, auditory, visual, language of words (concepts), living language, language of graphic images open to a person ways of obtaining information by interacting with various objects of reality. But if we take into account the fact that verbal information affects a person in a

rational way, and the information obtained (“read”) through non-verbal sources is subconsciously perceived, then we can conclude that it is non-verbal channels of information perception that help a person in more read (receive) the necessary information in the process of interaction with various objects of the world at a subconscious level. In other words, in the process of mastering new information, a person subconsciously uses various communicative channels of perception of information, including non-verbal.

In this regard, an experiment conducted by neuroscientist K. James from Indiana University [7] is indicative. During this experiment, preschool children were asked to

learn to read for one month. The subjects were divided into two groups.

The first group was trained only in reading letters (without registering them), and the second group also studied their writing. At the end of the experiment, the group of subjects who studied not only reading, but also writing letters, coped with the task of recognizing letters much more.

Turning to the study of non-verbal means of dialogic communication, it is worth noting that their study is separated from the written text, i.e., analysis from the point of view of their inclusion in "speech texts" [2, p. 84] made it possible to reveal the peculiarities of the "economical" construction of a "speech act with the use of paralinguistic means [3, p. 16].

So, it can be noted that the value of interpersonal contacts is different and may vary depending on the conditions and external environment of social interaction, and the act of touching (for example, as an aspect of a tactile system of interaction) may include the following aspects:

– touch as a manifestation of a positive or negative effect, touch as a game, touch as a means of healing, etc. For example, in his studies, F. Davis emphasizes that it is through touch [6] that those feelings, emotions and intentions are expressed that verbally express quite difficult. For example, older people often resort to using touch as the most important source of information.

Touches are also crucial for the normal development of a child and others [1]; also on the results of research in the United States and on the "gentle method" of Dr. F. Talbor in the book *Body Philosophy* [5]). Tactile contact can help restore not only

self-confidence, but also contribute to the development of a sense of security and relevance in the social world.

Thus, at present, it is rather difficult to imagine interaction between people that takes place only with the help of words and verbal expressions, since dialogue as a complex communicative process presupposes the organization of interpersonal interaction on terms of equal rights of partners, regardless of status, age and experience. Consequently, the effectiveness of dialogic interaction occurring in various areas of communicative activity is largely determined not only by organizational principles, but also by the impact of linguistic elements and units of non-linguistic order.

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MIXED AND SINGLE GENDER EDUCATION.

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Keywords: Mixed gender education, segregation, single-sex education, teaching strategies, open environment, gender isolation, concentration.

Annotation: *The following article covers the topic of studying boys and girls either together or separately. Both merits and demerits of these styles are cited with explanations. Learners' behavior and relationship they have are indispensably connected with surrounding atmosphere.*

Аннотация: *Данная статья охватывает тему обучения мальчиков и девочек вместе или по отдельности. Как достоинства, так и недостатки этих стилей приводятся с пояснениями. Поведение и отношения учеников непосредственно связаны с окружающей средой.*

Actuality of the article is that nowadays the government of Uzbekistan is endeavoring to improve the quality of education and looking for the best option of educational system.

It is a widespread concept that education is a crucial stage in forming one's prosperous life. In our contemporary life anyone can be educated in any spheres due to the revolution and immense advances in technology and science. However, this process was not available in the past for any layer of society: mainly affluent citizens could afford literacy. Consequently, the elite part of the society was superior rather than a lower part, hence the inferiority complex would arise. In the later stages, the scenario commenced to alter. People realized the significance of education not as a privilege and endeavor-

to make it available for any strata of the society.

Another noticeable point is that two genders were not taught together before. Females would usually be coached at home privately with the absence of males. Anyways, this was an outstanding chance for them to acquire knowledge as they did not even use to have a right to study. Irene Harwarth, Mindi Maline, and Elizabeth DeBra say that colleges for women were established during the mid 18th and late 19th centuries to accommodate women's need for education when they were not accepted to most institutions of higher education.

Before the 18th and 19th centuries most schools were single sex. In the 1960s, many Western countries converted to co-educational system. This provided afford-

able cost and no more discriminations between two genders would occur which advocated gender equality. Later on, the phenomenon of mixed and separated gender education became a hotly debated dilemma. [1]

Co-educational system.

Co-education, also known as mixed sex education is a system in which both males and females are intermingled in the learning process. Nowadays, most of the state education departments crave for this style of education due to the social, psychological and academic points of view.

From social point of view, co-education arises awareness about the opposite sex. Both genders learn how to interact with each other, how to behave or intermingle to their groups. The value of both genders becomes predominant while both girls and boys are respected and possess mutual feelings. A proven study by Atherton (1973) indicates that juveniles who studied with the opposite gender are likely to lead a happy family life with less divorce expectancy.

Psychological studies revealed that boys are more likely to be distracted while studying with girls, but the victims of this disruption can be girls. Even though girls begin to mature earlier than boys, they are more tolerant and capable of controlling their emotions. In some cases, couples go overboard with their feelings and cannot abstain themselves from intimate connections which results in girls' early pregnancy. This mishap is supposed to cease academic process after either aborting a child or nurturing it.

From the academic point of view, the

flip side of this issue declares some merits evidenced by Dale's works (1969, 1971, 1974) that declares the sense of competence between two sexes where girls perform more progressively in contrast with boys. In most cases girls can be seen as prefects which deteriorates boys' pride. Subsequently, the latter mentioned gender starts to study with zeal in order to surpass girls. It has been estimated that joining both genders in the learning process could enhance the absorbance of data. Healthy competition among peers assists to learn how to cope with failure and luck. However, this rivalry should not be converted to revengeful acts.

Single gender education.

Gender isolated education provokes only one sex involved in the process. «This is mostly seen in many Muslim countries; in the West it is popular in countries like Chile, Israel, South Korea, and English-speaking countries such as Singapore, Ireland, the United Kingdom, Hong Kong, New Zealand, and Australia». [2]

From academic point of view, in segregation both genders have ample opportunities to depict their untapped potentials and skills. This is due to less social pressure as both sexes can enroll for courses that might sound bizarre in the mixed gender scenario. So girls can sign up for science and technology, while boys can take up art man music classes. Obviously, they grow and develop at their own pace. The willingness to take risks sky-rockets with the absence of fear when one falls into trap or falls behind the class. This indicates free and open environment.

Moreover, gender segregation also enables teachers to opt for teaching strategies depending on learner's desire. To absorb the information given in the class it is necessary not to lose concentration and keep focusing on what is being taught.

As regards social point of view, there will be no more cliques as youngsters do not have to pretend to show off around the opposite gender; the time spent on make-up is likely to be reduced and directed towards beneficial researches as there is no need to worry about how they are perceived by others.

With the absence of any life experience and studies in the issue of single sex education in Uzbekistan it is impossible to draw a precise conclusion about two different systems of education. However, relying on some studies of Europe, Russia and the USA where gender isolated education is practiced, it becomes obvious that single gender education prevails over mixed gender.

Should two factors, the presence of teachers trained in male/female learning differences and usage of the science – based brain strategies that work for both genders proposed by Gurian [4], are fol-

lowed in dealing with single gender education there will be clear-cut results.

In addition, boys seem to be secure of success in gaining knowledge and expressing themselves as men of worth being educated in single gender system while, according to Bazarniy, boys studying in co-education are observed to be underestimated and psychologically vulnerable to the surrounding in co-education. This is likely to lead to increase in their aggression towards society in their later life [5].

All in all, there will be fewer problems associated with discipline both in all-girls or all-boys environment. The handicaps might cease provided the rights of both genders are equalized where they will possess equal social values.

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ORGANIZATION OF EDUCATIONAL PRACTICE IN HIGHER EDUCATIONAL INSTITUTIONS

Turakulova Feruza

Annotation: *The Law of the Republic of Uzbekistan “On Education”, “On the National Program of Personnel Training”, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated August 16, 2001 N 343 “; and “On approval of Regulations on Master’s degree program” of March 2, 2015, № 36, higher education institutions students of magistracy specialties (hereinafter referred to as Master student).*

Key words: supervisor, master’s degree, internship

The head of internship at the university-the scientific supervisor (scientific consultant), who is directly in charge of the master’s thesis and research work of the master’s student, the professor-teacher of the University, who is included in the training load to lead the internship of the master’s student;

internship (to gain experience in production, scientific-research institution, abroad) – master’s degree in the field of professional education by mastering the educational plans and programs, master’s degree students through the development of integration of education with science and production in order to form scientific-research the latest achievements in scientific-technical development, as well as the economy, science, technology, culture and health;

internship program – during the internship, it is necessary to study the achievements of the latest scientific and technical development on the basis of modern techniques and technologies in the sectors of Economy, Science, Technology, Culture, Health, Agriculture and water resources, as well as to collect materi-

als for the preparation of the master’s thesis (or part thereof) of the graduate student, to carry out research work on the, experience-a program developed by the head of the internship, which covers the activities for making scientific conclusions from the results of the tests and which is approved by the dean of the faculty or the head of the structural unit entrusted with the obligation to deal with internship issues (internship abroad program is approved by the rector (director) of the University);

accepting organization – the legal entity planned and carried out the training;

the head of training from the receiving organization – to supervise the fulfillment of the tasks specified in the internship program by the undergraduate students, to teach them practical skills, to assist in the preparation of the master’s thesis and the preparation of the practical part materials the buyer is the employee of the organization.

Internship is organized for the purpose of individual scientific research and testing of Master’s degree students, and master’s students are sent for internship in

accordance with the recommendation of the University Council.

Internship:

- research, deepening theoretical and practical knowledge;
- familiarity with modern techniques and technologies in Economy, Science, Culture and health and other sectors;
- formation of practical professional and research competences;
- improvement of knowledge and skills in the specialty and experience-testing, scientific-research work on the master's dissertation (or any part thereof) ;
- must provide effective adaptation to the profession.

The five. Master's students can pass the internship in the production, research institution or abroad on the basis of the internship program.

Organization of internship

1. The organization of internship should be directed to ensure continuity and consistency in the professional activity of Master's students.

2. The Council of the University, on the recommendation of the scientific head of the graduate student, considers the issue of sending the master's student for internship and makes the appropriate decision.

3. A master's student can be involved in internship on a competitive basis by the consumer of personnel.

4. The list of Master's students who are sent for internship is confirmed by the order of the rector (director) of the University with the indication of the head of internship at the University.

5. When submitting for internship, the possibility of accommodation of the master's student by the receiving organization is taken into account.

6. If the internship is carried out outside the territory of the University (City, Region) or abroad, the costs of one-time travel for going to and returning to the internship are covered by the account of extra-budgetary funds of the ATM in accordance with the procedure established by the legislation, except for cases where these costs are covered by the receiving organization.

7. Rector (director) of the University ensures the implementation of the necessary measures to ensure the safety of the master's student in the process of internship.

8. Coordination of internship work is carried out in cooperation with the relevant department of the Master's degree of the University and the dean of the faculty or the structural unit assigned to the responsibility of the University to deal with internship issues.

9. Internship is carried out on the basis of agreements (agreements) concluded between the University and the receiving organization on the organization and conduct of internship, with the exception of cases of internship abroad.

10. The contract for the organization and conduct of the internship provides for the subject of the contract, the rights and obligations of the parties, the provision of the master's student with accommodation, the period of validity of the contract, the grounds for termination of the contract, the responsibility of the par-

ties and other important conditions related to the organization of the internship.

During the internship period, the master's student who is going through the internship will be applied the relevant

rules of labor protection in the receiving organization and the rules of internal Labor procedure, as well as other documents that are in force in the receiving organization.

DESIGNING PEDAGOGICAL PERSONNEL PURPOSE IN TEACHERS

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Key words and phrases: professional ethics, pedagogical morals, professional morals, universal morals, effective means, forms, methods.

Resume

In this article, the theories of professional ethics emphasize that professional ethics are closely related to the universal morality.

Ключевые слова: профессиональная этика, педагогическая этика, профессия, нравственность, общечеловеческая этика, эффективные средства, форма, методы.

Резюме

В данной статье описывается связь мысли теоретиков профессиональной этики с общечеловеческой этикой.

The author of several works on professional ethics, Ya.G.Yakobson, describes professional ethics as follows: «Professional ethics is a set of ethical norms, concepts, values and ideals that are inherent to some profession in a given society.» Professional ethics theorists point out that their profession is closely related to the universal morality.

Different occupations are also maintained in a diverse community based society. At present, there are ethical requirements for different professions.

The problem of human formulation is extremely complex and versatile. Some aspects of this problem are being thoroughly studied in modern pedagogy:

– Perspective model of pedagogical process oriented education, the relative

ideal of professional, moral and ethical formation is being studied. It is because of the characteristic of the students' behavior, the level of their personal qualities and attributes, and the perfection of the targeted level;

– Creating a system of effective tools, forms and methods of education; selection of knowledge and development of the system of measures necessary for achieving the set goal;

Psycho-pedagogical study of the features of the formation of the essential characteristics and characteristics required for the formation of an adolescent person;

– Creating an effective monitoring system for the learning process and the monitoring of the educational process.

For effective organization of professional-ethical education:

- Demonstrate a clear picture of the ideal ideal of professional-ethical formation;

- Determining the current level of professional-ethical formation of labor;

Identifying the difference between the present state of professional-ethical formation and the ideal situation and the ways to overcome them;

- It is necessary to control, compare, correct and update, if necessary, changes in learning and practice.

Therefore, the effective management of the educational process, some aspects of the problem, the level of professional-ethical formation of students, what are the circumstances, what? Can't? why In the face of the questions that come to mind, it is necessary to pay attention to the possibility that any ideal can be changed.

The pedagogic character is manifested in the relationship between the reader and the teacher. It is important to note that this approach is somewhat limited, since the professional ethics of the teacher are not only expressed in the process of communicating with the students, but also as the primary need for all of his activities. There is a sophisticated interconnected relationship between ethical teaching and pedagogy.

The concept of pedagogy is a vital system of instructor teaching. In it, the pro-

fessional competence of a person is a great blessing and criterion of social development. The concept of pedagogy includes ethics as well as economic, political, and legal aspects.

In our opinion, as a component of ethical education, it is expedient to analyze the concepts related to education in two areas: the first – the attitude of the society to the teacher; the other is the attitude of the teacher to the society. Human attitudes toward human beings are part of the second group relationship. In the process of professional-ethical education, they are partly covered.

The aforementioned requirement calls for the separation of pedagogical attributes as a separate aspect of education. Particularly important is the pedagogical education system for the education system as it is the cornerstone of the pedagogical character of caregivers for the teaching profession.

This, in turn, requires the identification of the content of vocational training.

Because the educational process should be directed to future teachers to develop the qualities of pedagogy and the results of the educational process should be compared with ideal.

In summary, it should be noted that students and future teachers will learn how to develop self-discipline and pedagogical character.

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AL-BUKHARI HADITHS IN TEACHING HISTORY OF PSYCHOLOGY.

R.Munarova, Ch.Q.Ochilov, J.V. Mashrabov

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Key words and phrases: Science and technology-technology, harmoniously developed generation, personality, world-class education.

Resume:

The article mentions the role of al-Bukhari scholars in the history of psychology.

Ключевые слова: наука – предмет и техника – технология, гармоничное поколение, личность, мировоззрение, воспитание.

Резюме

В статье речь идёт о месте Хадисов Аль – Бухари преподавании Истории психологии.

Those who will solve the future destiny of a great state, future generations who will protect our independent country, the homeland's well-being, the prosperity of the Motherland and the future will be the future generations. That is why the hard and honorable task of educating young people is to educate our young people with a rich, active, selfless, carefree, strong will. National and universal values, especially those taught in the teaching of pedagogical psychology, call upon a comprehensively developed generation to struggle against illusory thoughts along with the formation of its moral culture. At the moment, the issue of upbringing harmoniously developed generation is defined as the priority of state policy in the field of education.

We know that the issue of human education has become an urgent problem since the emergence of humanity, and it has been focused on «horizon» in education. That is why the development of society determines the health of our country's children. We have a rich heritage in the

education of harmoniously developed generation and healthy child. The great grandfathers have always been engaged in the training of educated people. They are Abu Nasr Farabi, Alisher Navoi, Imam al-Bukhari, Yusuf Hos Hojib and others. In this regard, humanity educates the love of Homeland and combines the sense of beauty and beauty in students with the «teaching psychology». The Imam of Israel, al-Bukhari, who was unanimously recognized as the «master of the science of Hadith» in the science of «educational psychology», is a lover of generosity, generosity to parents and adults, kindness to the orphans, love to the Motherland, hard work, friendship, peace and harmony are reflected in a great educational significance for a harmonious generation. Among the Hadithnawis, the life and activities of Imam Ismail al-Bukhari are remarkable. He has traveled through many countries, interacts with scholars and philosophers, and has learned more than 600,000 hadiths.

Imam Israil Bukhari, translated into Arabic from Arabic to Al-Jomi as-sahih, has been translated into Uzbek at the time of the Koran.

Imam Israil Bukhari said, «Avoid unclean things. Love the people whom you love, and follow the path of peace. « I went to Aisha. He said to me: «Be patient with me, so I can sew my aching leg.» I said to him: «If I told this to the people, they would consider you to be naughty.» Aisha: «Well, you know. There is no new garment in a person who does not wear old clothes «or» Beliefs do not hurt the hands of the true believer, nor from his tongue «, such as the love of one another, the respect of the child's parents, the respect of the teachers of the discipline and the devotion of people to their religious beliefs, the compassion of the believers to the believers, the ideas of the pupils on the minds of the pupils are of great educational significance.¹

Educating a harmonious generation requires special attention from pedagogues. For many centuries our people, their national traditions and traditions have been exemplary in their creative works and their scientific heritage and rich heritage. It is noteworthy that the well-known imam of Israel's al-Bukhari traditions, who are considered to be the ruler of the science of hadith in science, will be able to absorb many of the wisdom

of young people in the study of morality that meets the needs of today's independent Uzbekistan, ie young people in teaching pedagogical psychology.. The Imam of Israel, al-Bukhari, gives young people a great opportunity to work diligently and courageously, in a harsh situation, with a strong will, diligent behavior, and in the spirit of the future, the human tradition and tradition.

The hadiths of al-Bukhari al-Bukhari will undoubtedly be attributable to his generosity for the sake of his prosperity and prospects.

Using examples from the history of psychology, the use of the works of human beings, philosophers and philosophers, as well as examples of poets, writers, historians, folk heroes, statesmen, and scholars of social and humanitarian sciences provide positive pedagogical outcomes;

– Encourages students to the consciousness of stages of creative self-realization as scientific, spiritual values, their aspiration to creative perfection, and as a result they aspire to become a socially active person,

In conclusion, it should be said that the ideas proposed by Hadithnawis Imam al-Bukhari in their narrations play an important role in the development of a new attitude towards our spiritual values.

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THE IMPACT OF FAMILY ATMOSPHERE WHILE SOCIALIZING CHILD

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Key words and phrases: Family, upbringing, interaction among personalities, life culture, healthy generation, cultural heritage.

Resume:

This article deals with the impact of family while socializing child. In some cases, family and the atmosphere in it have great influence on generating positive or negative behavior.

Ключевые слова: семья, воспитание, межличностное отношение, культура жизни, здоровое поколение, культурное наследие.

Резюме

В данной статье речь идёт о месте семьи в социализации ребёнка как личности. Описывает влияние семьи и воспитания в формировании положительных и отрицательных качеств человека.

Family is considered to be one of the sacred destination for human, social framework of society. The main purpose of family life is to restore inter-personal relationship through the adoption of children, as well as the continuity of descendants and the descendants of ancestor, as well as the historical development of humanity on the Earth.

The future of society depends on how to bring up the future generation in national independence mood, and addition, not only spiritual but also sole. These are aims of our country.

Children at the later stage are the builders of the future of the society. They should be skilled in every field, namely, in education, at work and in social life must be ready to take an action.

Family plays a significant role during socialization. Family is not the only source of development for the child not only for his mentality, but also the first

model that he or she must admit in social relationship. Socialization is raising a child, expanding the scope of his thoughts, developing his speech, forming a relationship with his parents and cultural heritage and motherland. During the period of socialization, relationship among personalities is so important. Some parents will ensure that the child is safe from certain crises if he takes into account family education, family relationships, relationship with children, and the characteristics of his age and individual psychological characteristics of the family.

As the largest institution for the child's socialization is a family, the child understands the essence of social roles such as parents, grandparents, daughters and boys. As time goes on, he begins to understand other family members and family relationship, and the child gradually gets into society.

In recent days, families have become increasingly dependent on psychologist

support. Cooperation between parents and psychologist serves as a basis for the comprehensive development and socialization of children.

In this process, it is important for parents to cooperate with the “family” scientific and practical center, apart from the school and mahalla¹.

Indeed, the psychological and personal development of the child does not make it difficult for him to get into the world of his or her views, and the child does not understand it. That’s why the above-mentioned co-operation is needed so that the child can adopt accepted norms and requirements. Families should create conditions for their children to gain social experience.

Serving parents is a duty of every child. However, this assignment takes place when parents are in need of a child’s service.

The behavior of a child in the parent’s way is that he listens carefully to what his parents say. He does not go down to them. Whatever he commits and commits is not accompanied by betrayal or sin. And whenever he gets up from his seat, he’s jumping. The bells are lipid. He always wants to make them happy. They stand with their bows. He does not appreciate his work. Anxious to look at her parents for the same thing as the parents do. He will not go on an unauthorized journey.

As you can see from these stories, as the child interacts with a variety of vital events,

under the influence of adults, these social attitudes develop and grow. Parents should create all the opportunities and conditions for their children to gain social experience. Parents’ friendship, kindness, and care are, in turn, helping to normalize their relationships in the family. Parental counseling is essential in this regard:

- It is desirable to spend the leisure time of the child on any useful work:

- Identify and identify the child’s abilities:

- believe the child:

- The attitudes and views of the child should be respected:

- The child should be moderately leveled and loving.

“Makes what he sees in a bird’s house” – this article does not lose its relevance. If the family has a healthy environment and attitude, the nation will be healthy.

Indeed, the family is the place of education of the spiritual heritage of the Uzbek people, consisting of human values, noble desires and values that form since the childhood. They say that all human qualities, such as honesty, honesty, honesty, honesty, kindness and hard work, originally formed in the family.

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¹ Mahalla is something kind of community.

SPECIFIC FEATURES OF HUMAN MENTAL AND INTERESTS IN THE STUDY OF FOREIGN LANGUAGES

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***Annotation:** this thesis interprets the moods that take place in people who have started to learn foreign languages and whose purpose is to learn them. The thesis also covers the features of interest in the study of foreign languages and the recommendations of great personalities in this regard. According to the researchers, the preservation and formation of positive mental response is stronger than the methods used in language learning.*

As the process of globalization is accelerating, the study of a foreign language is becoming modern. When obtaining the name of a mature specialist in any field, it is important to know the language. In the process of studying a foreign language, the psychological state is also taken into account. Because, how correctly a person directs his or her actions in one way or another is inextricably linked with his or her psychological state. For the improvement of the psychological state and a strong approach to language learning, as in other areas of life, strong motivation, that is, motivation, is important. Sometimes a spiritually exhausted person begins to learn a foreign language to renounce monotony, as this will be a comprehensive benefit. The benefit of language learning touching the psyche is that it improves human memory.

In this place, we can see that the sciences are oneirga auxiliary. For example, motivation and psychological preparation with the conditions for learning a foreign

language will also be needed. And psychologists recommend that in order to strengthen it, it is necessary to learn a foreign language in combination with memory exercises, when memory is sluggish.

Great thinkers have given a lot of recommendations to achieve success. Mark Twain's statement that "the key to success is to take the first step" helps a person who feels himself helpless in starting a big business to overcome inner laziness. When starting to learn a foreign language, of course, it is natural that everyone wants to quickly speak this language, but think about what to do this from.

A reader who has started to learn a language often begins to learn a language with the purchase of grammatics or vocabulary and dictionary books. Bookshelves on it is important to apply them in practice not to overestimate the books.

The role of experience in every success is paramount. First of all, it is worthwhile for the reader to read books that are not Language-Teaching books, but books in

which recommendations for language learning are written by great personalities in this field. Such books give an impetus to the fact that a person can overcome feelings, fear or laziness while living in it in the same process and go to work.

The owner of such experience has written his own language learning methods in the book "How I learn languages" Koto Lomb, a Hungarian translator who has done translation work in 8 languages and is fluent in 16 languages:

1. Deal with the language every day. If you do not have time at all, then at least 10 minutes reward. Especially in the mornings to engage will be remembered very quickly.

2.. When you head off your passion for language learning, don't try to read often, but don't quit reading either. Think up a different way. For example: let go of books, stand and listen to the radio.

3. Never memorize dry words, if you memorize words in a sentence, then you know how to use those words.

4. Try to translate everything fantastically: from a small advertising sheet to conversations that have already been heard. This gives rest even to the exhausted brain.

5. Just strongly memorize what the teacher checked. Do not read a lot of your unverified, unverified records of mistakes: when reading a lot, even incorrect records will also be remembered.

6. Write down ready-made phrases, sentences, idioms and try to remember: for example" «I'm only pulling your leg»

7. A foreign language is a building, it must be strengthened in every possible

way. Listen to gazettes, listen to the radio, watch movies that have not been translated, go to foreign language lectures, engage in textbooks, write, talk and meet with foreigners on the internet (if possible).

8. Do not be afraid to talk, do not be afraid to make mistakes, ask them to correct you. And the most necessary thing – do not sit down offended if you laugh over your mistakes or correct them, all have gone through such a process from the beginning.

9. Withdrawal. Believe in your quick and effective learning and don't ever get discouraged.

Kato Lomb on the study of foreign languages has also created a very simple but very effective formula: time spent + interest = result

It should also be said that there is certainly a role of spirituality and inner satisfaction as well as motivation. Here is another example from Koto Lomb in this regard:

When 86-year-old Kato Lomb saw his 54-year-old friend, he said a sentence that would change his whole life: "Steve, you are so young! Still so many years ahead, still so many languages ahead!"

The recommendations of the above based on the experiences of Koto Lomb motivate the reader to increase the enthusiasm for language learning, to strengthen perseverance

" Man does not know what he is capable of until he believes in his power, « said the great thinkers. It is important for a person to maintain an inner spiritual presence not only in the study of lan-

guage, but also in the achievement of any goal. Tony Robins said “ « the best method and rules are also only 20 percent of success. The remaining 80 percent is tied to human psychology.” Suppose a person has a hard time learning a language and for the process of his work it is important to know a foreign language. But, the problems in his personal life or in the accounting issues at work have covered his imagination. At this time, a person wants to forget everything and start learning languages, but it is impossible, stubbornness occurs in our brains. Experts believe that if we want to forget something, quickly, it will be the opposite. At such a time it is necessary to put the memory in its state.

It is desirable to learn a foreign language by connecting it with its interests. Because man is so wounded by nature that he does not spare time for training, which is a favorite for him. When a person is buying a technical device that is made simply abroad, it is necessary to first start by getting acquainted with the instruction in order to know how to use it. Even when starting to learn a similar foreign language, it is necessary to first familiarize yourself with the rules of language learning. To do this, relying on the experiences of great personalities and following their recommendations will give the reader the strength to increase self-confidence and not quench enthusiasm, overcome difficulties.

In place of the conclusion, we can say that the psychologist is a writer K.Platanov writes that” what seemed to be an unsolv-

able puzzle in the minds of one person will be simple and understandable in the minds of the second person, “in his book” interesting psychology». As each person has his own characteristics, the use of different techniques to achieve his goal gives the result. In the process of language learning, the experiences of great personalities are also diverse and play an important role in achieving the goal for the learner, which he pursues a certain experience. And Language teachers achieve that with the application of different methods in the teaching process and with the different tone of the lesson, all students in the whole group will be able to cover the activity. Because with the same method of teaching, only students with the same characteristics are affected. Does boredom arise in the language learner in the study of a foreign language, it means that it is necessary to continue to learn, connecting itself with what is interesting.

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PERFECTION IS THE CHILD OF TIME

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Annotation: *In this article we described perfection is the child of time. Here we gave own methods of using theatre club in teaching foreign languages. We proved in this article effective technique in teaching.*

Key words: Perfection, theatre, theatre club, tale, fable, myths, narrator, kinesthetic activity, fun, engage the students.

Аннотация: *В этой статье мы описали, что совершенство-дитя времени. Здесь мы привели собственные методики использования театрального клуба в преподавании иностранных языков. Мы доказали в этой статье эффективную методику обучения.*

Ключевые слова: Совершенство, театр, театральный клуб, сказка, анекдот, миф, писатель, игрой занятия, смех, привлечь студентов.

In history, if we paid attention perfection had a meaning of, flawless knowledge or conduct. Many philosophies and theologies have formulated theories about perfection. For example, The Manichaeans divided themselves into two classes according to their degree of spiritual perfection. Those who were called the elect practiced strict celibacy and vegetarianism, abstained from wine, did no labor, and preached. They were assured of ascent to the realm of Light after death. The auditors, much more numerous, were those of lower spiritual attainment. They were permitted marriage (although procreation was discouraged), observed weekly fasts, and served the elect. They hoped to be reborn as the elect (*see* Transmigration). Eventually all fragments of divine Light would be redeemed, the world would be destroyed, and Light and Darkness would be eternally separated.

Tippett first achieved recognition in the 1930s with his Concerto for Double

String Orchestra (1939), which displays his interest in energetic counterpoint, in which two or more melodies are played simultaneously. His oratorio *A Child of our Time* (1941) contains elements of African American spirituals and was the first of many works to convey his humanitarian and pacifist beliefs. His enthusiasm for jazz and blues is evident in the Fourth Symphony (1977) and the Triple Concerto (1979). Tippett has also been influenced by the philosophy of Swiss psychiatrist Carl Jung, especially in Tippett's opera of 1970, *The Knot Garden*. His opera, *New Year* (1989) is remarkable for its exuberance and freshness of style. Tippett's other compositions include his String Quartet No. 5 (1991) and an orchestral work, *The Rose Lake* (1994). He was knighted in 1966, and became a member of the Order of Merit, Britain's highest honor, in 1983.

We always prefer to use theatre club activities in my professional period. It

improved language skills of my students by the help of using theatre and active language games. According my students' point of view, "Theatre Club" is a time of making good training period. For example, we made stage version of the story of Scottish tale named "The Wells at the End of the World" with my club members. In this tale 10 characters are acted and we sew the toys ourselves. And, also my students might be compare this tale to Uzbek tale named: "Zumrad and Qimmat". Both of tales are very popular, interesting and easy for learning languages.

Theatre club takes a literary text- a sample of fiction, a fable, or a folk tale- and students act it out. They are not authors but if narrator only, they only recite the narration. They do not write dialogues; but reproduce the dialogues in the tale. Students will orchestrate the drama that a tale portrays, choosing sound effects, props, and blackboard pictures to provide background. They decide who stands where and what actions are needed to bring the tale alive in a special way.

In Theatre club, students, not the teacher, do the telling, although the success of the telling depends, first of all, and mostly, on the teacher's original decision in selecting a tale. In making this choice, the teacher should remember that while students may become frustrated, truly exasperated, as they struggle with this foreign language, they also have the faculty of imagination.

In theatre club evokes imagination, putting a number of formal pedagogical

principles into play simultaneously as action proceeds. For instance, language materials ought to be intrinsically motivating. They ought to engage the students, pique their curiosity, and be within their range of proficiency so that they are neither bored, because the materials are too familiar, nor frustrated, because they are loaded with too many new features, new words, new sounds, or new grammatical structures.

There are lots of reasons for using Story Theatre and kinesthetic activities in the classroom. It is fun. And effective! It appeals to students' unconscious- that part of us those theorists in second language acquisition stress is so important. Story Theater lowers students' anxiety level, a major concern of Krashen; it reaches the whole person, Curran's requirement for successful learning; it addresses the unconscious which the psychiatrist Lozanov recognized as playing a fundamental role in language learning; and by linking meaning and imagination, it enters memory, which Stevick sees as central to acquisition. But most compelling of all reasons for using Story Theater, is Joseph Campbell's observation that the themes of fables and myths are so universal that a story from Japan will be appreciated by a class of students in Athens.

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TIMELY NEED FOR CONFESSION ON HOW SCHOOLS KILL CREATIVITY?

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Abstract: *The sole task of schools is to get people to learn. Schools should be places where children may discover their creative capacities to achieve greater academic success in future. School curriculum should be diversified with implementation of Arts, Humanities and Physical Education. This article is dedicated to unmask effecting problems of schools and school curriculum, and provide some possible remedies for the issue.*

Аннотация: *Единственная задача школ – заставить людей учиться. В школах должны быть места, где дети могут раскрыть свои творческие способности для достижения большего академического успеха в будущем. Школьная учебная программа должна быть диверсифицирована с применением искусств, гуманитарных наук и физической культуры. Эта статья посвящена разоблачению проблем школ и школьной программы, а также предлагает некоторые возможные способы решения этой проблемы.*

Key words: assignments, creativity, critical thinkers, encourage discussion

In today's developing world teaching and learning are a principal phenomenon which has been characterized as the drive engine of the culture of education. Teaching and learning are listed at as the same level on the basis of how important they are, what essential profits people are getting from and how vital they will be in future. These two disciplines should be a lifeblood routine of education. One question arises: how can governments develop these most important fields while most countries are suffering from a dropout crisis which has already encompassed an

enormous amount of children? Why are most children losing interest and curiosity to study at schools? What causes are of and what consequences dropout crisis may lead to? "If someone from the American education system says to the people from Finnish education system "What do you do about the school dropout rate in Finland?" Finnish people say "Well, we do not have one" (Ken Robinson) [1, 36].

Coming to the main point, it is obvious that in some parts of the most countries 60 percent of children drop out of high school while Native American com-

munities are being accounted for 80 percent of children (Ken Robinson, TED Talks 2006). From an economic point of view, this is a good math which actually costs an enormous amount of money to mop up the damage from the dropout crisis. But the dropout crisis is just the tip of an iceberg, and what we do not count are all the children who are in schools who are being disengaged, who do not enjoy and who do not get real benefit from school.

There are three lifelong principles on which human life flourishes and they are contradicted by the culture of education which most teachers have to labor and most students have to endure. First principle is that human beings are naturally different and diverse which means every person has their own interest, attitude towards education. For instance, if you have got two children or more, I am sure they are completely different from each other.

STEM is a curriculum based on the idea of educating students in four specific disciplines; science, technology, engineering and mathematics in an applied and interdisciplinary approach. In schools, colleges and universities now STEM disciplines are considered as the dominant aspects of education which most departments mostly stress on and try to isolate them from other essential divisions of education. I am not here to argue against science and technology, or engineering and mathematics, because they are important, they are necessary but they are not sufficient. The main point is that a real education has to give an equal weight to the Arts, Humanities, Physical Educa-

tion at same the level as STEM disciplines. Due to the perspectives of institutions which are combining Arts (drawing, singing, dancing, physical training, games, and extracurricular activities) and STEM disciplines under one school curriculum and producing numerous successful graduates, we may conclude that Arts should be implemented in the school curriculum along with Science, if not above.

The second principle is human curiosity. If teachers and parents can light the spark of curiosity in a child, they will learn without any further assistance as children can surely be considered as natural learners. Curiosity is the engine of achievement, and it is a real accomplishment to put that particular ability out, or to stifle. One of the effects of the current culture of education has been to de-professionalize teachers and their knowledge. There is no system in the world or any school in the country that is better than its teachers, because teachers are the lifeblood of the success of schools. Teaching is a creative profession, and it is not a delivery system, so teachers should not pass on received information. Great teachers try to do that, but what great teachers also do is mentor, stimulate, engage and provoke. Since education is about learning, if there is no learning going on, there is no education is being conducted.

The main point of education is to get people to learn. A teacher can be engaged in the activity of giving education, but not really be achieving it, like someone is dieting but not losing any weight. The role of a teacher is to facilitate learning, and part of the problem is that the dominant

culture of education has come to focus on not teaching and learning but testing. Testing is important, Standardized tests have a place, but they should not be the dominant aspect of education, to the contrary, they should be diagnostic, they should help, they should support learning, but should not obstruct it which often does. Why are standardized tests so indecent? The reason is that standardized tests make children be in isolation and standardization. "Believing we can improve schooling with more tests is like believing you can make yourself grow taller by measuring your height." Robert Schaeffer of Fair Test. "I don't think there's any way to build a multiple-choice question that allows students to show what they can do with what they know" Roger Farr, professor at Indiana University [2,90].

The third principle is that children are naturally creative. One of the roles of education is to awaken and develop the powers of creativity; instead what we have is a culture of standardization. Finland regularly comes out on top in mathematics, science and reading, and the reason is that they do not obsess about STEM disciplines. The problem is that most countries individualize teaching and learning, and every student who drops out of schools has a reason for it which is rooted in their own biography. Education is human system not mechanical, so schools are natural system and the culture of the school is absolutely essential. Standardized tests are an unreliable measure of student performance, because they cannot disclose children's creative capacities. Moreover,

standardized testing does not improve student achievement. Tests may only show individual's general knowledge on a specific or narrow-scale field of science.

Coming to the conclusion, according to Professor Sir Ken Robinson "Death Valley is the hottest and driest place in America, and nothing grows there, because it does not rain there. In the winter of 2004, it rained in Death Valley. And in spring of 2005, there was a phenomenon. The whole floor of Death Valley was carpeted in flowers for a while. What it proved that Death Valley is not dead. It is dormant. So if there are possibly right conditions, life is inevitable. It happens all the time". What should be in education? There should be a climate of possibility, and if it is done people can rise to it and achieve things that are completely not anticipated and cannot have been expected. There is a wonderful quote from Benjamin Franklin "There are three sorts of people in the world. First, those who are immovable, people who do not want to do anything. Second, there are people who are movable, people who see the need for change and are prepared to listen it. Third, there are people who move, people who make things happen" [2, 175].

Overall, education and learning should be carried equally to the requirements of globalization, and there should not be isolation between education and learning, while these two disciplines are found as the main source of the revolution of education. STEM disciplines should be taught in schools, colleges and universities, because these aspects are uniting bones of the skeleton of edu-

cation. On the other hand, STEM disciplines should not be dominant above other aspects, such as Arts, Physical education and Humanities which should be conducted at education departments in order children to waken and sharpen their creativity and capacity to refocus on learning. Finally, if more people can be encouraged about

education that will be a movement and that is what we need.

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INTERACTIVE METHODS OF ACTIVITIES IN TEACHING FOREIGN LANGUAGES

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***Annotation:** in this article is about teaching methods for foreign languages, challenge for any teacher is capturing each student’s attention, and conveying ideas effectively enough to create a lasting impression.*

***Аннотация:** в этой статье речь идет о методах обучения иностранным языкам, задача любого учителя – привлечь внимание каждого учащегося и достаточно эффективно передать идеи, чтобы создать неизгладимое впечатление.*

Key words: Interactive teaching, methods, creative teaching, **real- world learning, brainstorm, role play.**

Interactive teaching styles incorporate a multitude of goals beneath a single roof. Interactive classes are designed around a simple principle: Without practical application, students often fail to comprehend the depths of the study material.

The biggest challenge for any teacher is capturing each student’s attention, and conveying ideas effectively enough to create a lasting impression.

As a teacher, to tackle this challenge effectively, you should implement innovative ideas that make the classroom experience much more lovable for your students.

So here are 16 innovative ideas that will help you reinvent your teaching methods and make your classes more interesting.

1. Creative Teaching

Take the help of tools to stimulate creativity. Include playful games or forms

of visual exercises that will excite young minds and capture their interest.

This is a time-tested method to identify every young student’s creative abilities and encourage creative contributions.

Bring aspects of creativity into all your subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas.

Encourage different ideas; give them the freedom to explore

2. Audio & Video Tools

Incorporate audio-visual materials to supplement textbooks during your sessions. These can be models, filmstrips, movies, pictures, info graphics or other mind mapping and brain mapping tools.

Such tools will help their imagination thrive and grow.

These methods will not only develop their ability to listen but will also help them understand the concepts better.

For example, you can get some oral history materials, conduct live online discussions or playback recordings of public lectures.

If you are tech-savvy, there are also a number of smart apps for pre scholars that you can utilize to create awesome slideshows or presentations

3. “Real- World” Learning

Infusing real-world experiences into your instructions will make teaching moments fresh, and enrich classroom learning. Relating and demonstrating through real-life situations will make the material easy to understand and easy to learn. It will spark their interest and get the children excited and involved.

4. Brainstorm

Make time for brainstorming sessions in your classrooms. These sessions are a great way to get the creative juices flowing.

When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion.

These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong.

Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming

5. Classes outside the Classroom

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom.

Students will find this fresh and exciting. Without taking much effort, they

will learn and remember what you teach them.

6. Role Play

Teaching through role-playing is a great way to make children step out of their comfort zone and develop their interpersonal skills.

This method comes in handy, especially when you are teaching literature, history or current events.

The role playing approach will help a student understand how the academic material will be relevant to his everyday tasks

Role playing is most effective for students of almost any age group. You just need to customize depending on the age group.

You can even use this method for teaching preschoolers. Just make sure you keep it simple enough to capture their limited attention span

7. Storyboard Teaching

Rudyard Kipling rightly said, “If history were taught in the form of stories, it would never be forgotten.”

Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization highly-conceptual ideas.

History teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students.

You can also encourage the use of storyboards as a form of communication and let the students tell a story in pictures using their imagination

8. Stimulating Classroom Environment

A classroom environment that is well-decorated, fun, and engaging will help stimulate a student's mind and will help think and learn better.

Such a creative and stimulating environment will help them explore and will encourage them to learn about the subject.

Children, especially young ones cannot be expected to sit all day and learn. An environment that positively impacts the children is beneficial for you as well.

9. Welcome New Ideas

An open-minded attitude can help you in innovating new teaching methods. Though you might claim to be open-minded, it's human nature to resist change.

Evaluate yourself and ensure you try out new ideas in the classroom.

10. Think about a New Hobby

Sometimes, a hectic workload may affect your engagement in teaching.

If it happens to you, it's natural.

You can take a break for a couple of hours and engage in some other activity that you're interested in.

This will rejuvenate you and you can return to your work with more passion and interest.

11. Work Together As a Team

As everyone knows, the end result of the collaborative effort is always immense.

Think about spending some quality time with your colleagues. Ask them to share their views on improving teaching methods; you can see many of them come up with interesting strategies.

So, collaborate and introduce innova-

tive teaching methods.

12. Puzzles and Games

Learning is fun when puzzles and games are part of education. Children may not require taking conscious effort when their lessons are introduced through games.

Puzzles and games help children to think creatively and face challenges.

13. Start School Clubs or Groups

What about starting an after-school club or group?

Being a teacher you may not get enough time to work on interesting topics that you are passionate about.

You can share your views and learn more from others when you have school clubs or groups.

14. Refer to Books on Creativity

To be a creative teacher, you need to do some research on creative ideas and techniques.

There are a lot of books on creativity.

Choose some of the best works and start learning, it will be helpful for your professional development as well.

15. Love What You Do

You can give your best only if you truly love what you do.

When you are not stressed, you will be more creative and inspired.

Loving your work keeps you relaxed and gives you room to experiment with new ideas.

16. Introduce Lessons like a Story

Just think, why do you watch movies with much interest?

You like to watch movies because there is always an interesting story to keep you engaged.

An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces student learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the students.

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WORKING ON THE LEXIC METHODOLOGY AT HIGHER EDUCATION

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ABSTRACT

The paper makes readers aware of usage lexical methods in classes to develop students' knowledge in terms of learning foreign languages, especially English. It is beneficial that here some main factors are detected for losing of interests in studying English language, and some new ways and approaches that are invented in abroad to revolute English classes, lessons as well, especially for whose speciality is EL.

АННОТАЦИЯ

В статье читатели знают об использовании лексических методов в классах для развития знаний студентов с точки зрения изучения иностранных языков, особенно английского. Это полезно, что здесь некоторые основные факторы, выявленные для потери интересов в изучении английского языка, и некоторые новые пути и подходы, которые изобрели за рубежом для переулитки Английский класс ов, уроки, а также, особенно для чьей специальности является EL.

Key words: lexical methodology, methodological typology, methods and exercises.

The lexical minimum must be selected according to the taking specialty, profession. Working on them somehow will be similar as at institutions. But there are differences there. The students must be able to use these professional lexics in the theme of oral speech, reading and writing. In the first year of the institute the students, will repeat, remember all the lexics which are studied, learned at schools and lyceums. The corrective courses are conducted. Then in the main course of institution students begin working on the professional lexics are organized. It will be continued in the second and third year. Working on, learning being able to use the lexics in professional themes is one of the main aim of

the teaching lexics at institutions. Working on the professional lexics and being able to use them in the professional themes help for the students to use them in their professional specialty in future. The teachers of schools, of lyceums, of collages and institutions must know, must be warned: Teaching lexics at schools, working on lexics at lyceums, at collages and institutions must be differently. Otherwise, the pupils lose their interest for learning, selecting English language, their attentions are disappeared. The lexics are taught separately in forms, 5,6 at school. The lexics are worked on in form 8,9 also. Then the students of institutions study learn many words. They learn, study them through

the text books, the dictionaries at home independently much time.

The students of the institutions much time must spend for the usage of the lexics and consolidation, assimilation them in the speech activities, in the professional themes. The teachers must know this approach of teaching, working on the words, the combinations there. Unfortunately, some the teachers are not paying attention the theme or they don't know about them. The teachers of institutions, teach, work on the lexics as in forms 1,2,3,4 courses at institutions and are making methodic mistakes. For that one the speech activities are not developed at institutions. **Methodological typology of lexics used** in higher education system. Teachers always work at the lesson with words, lexics, but it doesn't give the expected result every time. Because the teacher spends the same amount of time for easier and more difficult words, uses regular methods and exercises. While choosing exercises teacher doesn't take into account the difficulty of every word. If we pay attention to the specific features of words, they will be digested easily, but it demands lots of time. Time is limited at the lesson. That's why Methodists find out the best way of teaching words in limited time. They named it as methodic typology of the word lexics. Methodological of the word is very helpful for teachers. In methodology and practices methodological of words is different than grouping words. Sometimes, both processes are done equally. Grouping is combing words into a group. According to *the aim* of words, they can be combined into a topic

(e.g. Sport). Methodological also deals with difficulties which occur in speech. Difficulties which can be met while learning words: a) In each of the word (according to their form, meaning and usage) b) It may appear by the relationship of the English language native language and Uzbek language.

Forming methodological of words is today's actual task. It can be pointed out that in the active vocabulary there are words with both primary and secondary meanings. The usage of free and bound morphemes, pronunciation of words, likeness in the meaning (synonyms), different ways of making grammar forms in English and Uzbek languages, semantic correspondence of words in two languages but differentiation in the form, absence of correspondence in the semantic volume and the ability of combination of words in two languages. But in passive vocabulary, methodological typology researches of monosyllabic words, the usage of polysemantic words, primary and secondary meanings of words, direct and figurative meanings of words, likeness variety of English words in the pronunciation, semantic differentiation of the English words comparing to the native language, but likeness in the form.

Teacher may define the difficulties in teaching words to the students beforehand and divides into types. Then teacher choose corresponding methods and exercises for each type. Consequently, characteristic feature of every word will be taken into consideration and it avoids from wasting of time. An English word will be taken separately, comparing to the Uzbek

word. Then it will be grouped due to its meaning, form and usage.

For example: a map, a pen, a pencil, a table, to go, to sit, to write: the difficulties of the words: a map, a pen, a pencil, - are pupils perceive them easily when they see them in the picture. But it's more difficult to show the pictures of the words – to go, to sit, to write. The best way to express these words is by acting. To this reason we divide these 8 words into 2 types in order to express their meaning: 1. Showing pictures of things or themselves. 2. Showing the action.

Scientists such as Charles Freeze, Morris, Yakushina worked this filed lately, professor Berman has been working on 3 main directions in the typology of lexical difficulties: **a)** according to the form and meaning of words in Russian and foreign languages. **b)** According to the spe-

cific features of the words in learning foreign language. **c)** Listening to foreigner's speech and pronouncing native speakers.

In conclusion working on the lexic methodology in foreign languages help teachers using this method during the lesson. It is more important for students to introduce with the success, scientific inventions happening in foreign countries and apply in their activity. Students in enriching their knowledge on their specialty in English and can improve their knowledge on English for specific purpose.

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REASONS FOR TEACHING WRITING

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Annotation: *The article attempts to converse about benefits and reasons why it is essential to teach writing and consider other researchers' findings and how writing is crucial for language production and development of other study habits and life skills.*

Key words: writing skills, benefits, reinforcement, learning style, creative writing, mixed group, level, metacognitive skills, handwriting

Introduction. Together with learning to read, learning to write is at the core of the education process. Writing is not just about putting spoken language down on the page or screen. It is also about composition – construction of texts that can communicate without their author's presence. So it is a more complex and demanding process than reading and consequently harder to learn. One researcher claims that engaging in a writing task is as mentally demanding as playing chess.

Only capacity for writing as well as reading converts children to full members of a literate society. And through writing they will be able to support their opinions and influence people's attitude anywhere.

Why should writing be taught? The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right. We will look at each of these in turn.

First one is **reinforcement**. Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both

our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.[4;56]

Second one is **language development**. We cannot be sure, but it seems that the actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

Third reason is **learning style**. Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

The last is writing as a skill. By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written

reports together, how to reply to advertisements- and increasingly, how to write using electronic media. They need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill. [3.79-80]

Like many other aspects of English language teaching, teachers' writing activities at classroom will depend on students' physical and mental capability, such as their interest, age and level. Teachers may get beginners to write short paragraph, but they possibly cannot give a task of writing a problem solution essay. Before setting a task for elementary learners, teacher should make sure that students have sufficient knowledge and ability to complete the task. Students in this level can write a simple story, yet they cannot be provided for writing complicated narratives. It is clear what the students have a command of their language as well. Four mentioned examples above show that the given models should be selected for students, according to their abilities.

Moreover, there are the students' interests which are related to the choice of writing task. It is likely to be easy to choose writing task about bank reports, if all of the members have some experience about bank in the class. Absolutely there will be imagination about alluring advertisements for special deals, if all of the participants are travel agents. On the other hand, clearly, using other types of creative writing with this kind of should not be prevented from happening.

There will be some distractors to make a decision, if there are different skilled members in the class. From this point of

view, there will be equality which is about benefit and importance of writing tasks in order to make them enjoyable. It is likely not to be urgent to write a small part of a soap opera, however, having a go may be enjoyable, for this reason its value is so high.

There is no limit to the kinds of text we can ask students to write. Our decisions, though, will be based on how much language the students know, what their interests are and what we think will only be useful for them but also motivate them as well. [3. 80]

As Walsh (2010) says, writing is important because it's used extensively in higher education and in the workplace. If students don't know how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else.

Moreover, writing requires mastering of other skills, such as met cognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it In the process of writing they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. [1.9]

One of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them the feeling of creativity. Creative writing obviously can play a crucial role in the development of writing skills. [2.49-50-54]

Maley (2009), for example, emphasizes the following benefits of creative writing:

- it aids language development at all levels: grammar, vocabulary, phonology and discourse; it requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings;
- it requires a willingness to play with the language;
- it concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality; it also affords scope for learners who in the usual processes of formal instruction are therefore often at a disadvantage.

There is a dramatic increase in self-confidence and self-esteem which creative writing tends to develop among learners. Learners also tend to discover things for themselves about the language... and about themselves too, thus promoting personal as well as linguistic growth. Inevitably, these gains are reflected in a corresponding growth in positive motivation. [1.9]

Conclusion. Coming to conclusion we can say writing at the proficiently level is not something that comes quite naturally to human-being. Its acquisition also involves a practice and deep knowledge of

other main skills. Writing is the result of reading, comprehending and contemplating information, and it combines one's own intelligence and capacity for retaining information in order for them to communicate at the most effective level possible. Thus, we can say undoubtedly writing teachers have a significant influence in our way of life and teaching writing itself is full of advantages and beneficial sides in people lives.

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METHODOLOGICAL AND LINGUISTIC BASES FOR INTERGRATING THE FOUR SKILLS

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***Annotation:** The article is devoted to the research of some methodological and linguistic issues of integrating the four skills in teaching English to non-philological students. There have been considered some foreign researchers' approaches to this question in teaching process.*

***Аннотация:** Статья посвящена исследованию методологических и лингвистических вопросов интеграции четырех навыков в преподавании английского языка студентам неязыковых вузов. В статье рассмотрены подходы некоторых зарубежных исследователей к данному вопросу в процессе обучения.*

Key words: integrating skills, discourse – based teaching, task-based teaching, and communicative approach.

Ключевые слова: навыки интеграции, дискурсивное обучение, обучение на основе задач, коммуникативный подход.

English is not only used as an official language in many nations but also the key to broaden horizons, search information, learn about different cultures, and obtain future success for non – native speakers in the world.

In Uzbekistan higher education reform in the educational sector, and a wave of globalization throughout the world have increased interest in learning the English language among students. Hence the English language is considered an essential requirement for getting a job or increased opportunity in the workplace even in the domestic labor market, apart from good professional skills.

This means that in Uzbekistan, like other parts of the world, the number of students who want to learn English as a foreign language (EFL) is increasing day by day. Like many other Asian countries,

English has been taught in Uzbekistan as a foreign language and compulsory subject, both in general secondary schools and higher educational establishments. Particularly, great attention is paid to teaching English to law students of Tashkent state university of law.

As early as the 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements (Corder, 1971; 1978; Kaplan, 1970; Stern, 1992). In reality, it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation. The central innovative characteristic of the communicative approach in second

or foreign language teaching was the integration of the four macro – skills and their components.

A foreign scientist Widdowson (1978) was one of the first linguists to call for integrating the four language skills in instruction to raise learners' proficiency levels and enable advanced language learning. In his proposal for integrated and communicative language teaching in general and in particular in English for specific purposes, Widdowson emphasized that virtually all language uses take place in the form of discourse and in specific social contexts.

Although, he notes that the separated teaching of language skills is probably more administratively convenient, as in «divide and rule» (1978: 144), language comprehension and production does not, in fact, take place in discrete «units.» Thus, to attain proficiency, learners need to develop receptive and productive skills in both spoken and written discourse. Widdowson's (1978) strong emphasis on the integration of the four skills, as well as discourse-based teaching, have had a considerable impact on the emergence of discourse – oriented curricula and teaching methods in English for specific purposes and English for academic purposes.

Widdowson's (1978) and Halliday's (1978) early work and their insights into the importance of discourse in language usage provided highly influential theoretical foundations in linguistic analyses and language teaching. These works have led to the subsequent rise and prominence of content-based and integrated language instruction, especially in Eng-

lish as a second language in Australia, in the U. K., and, to some extent in North America and Europe.

In the sphere of linguistics in the 1990s, a great deal of elaboration and refinement took place in communicative and integrated teaching of the four skills. In light of the fact that opportunities for meaningful communication in the language classroom are limited – particularly so in the regions where English is taught as a foreign language – a great need arose for integrated communicative activities. These had to be interaction – centered and as authentic as possible to enable students to use the language for purposeful communication (Savignon, 1983; 1990).

The need for integrated activities led to the evolution of task – based instruction in teaching English. At present, the ubiquitous language practice exercises for groups or pairs of learners typically combine listening and speaking, reading and speaking, or reading, writing, and speaking. Such integrated classroom activities (also called tasks), include, for example, listening to language tapes, playing games, or working on information gap and problem – solving exercises.

These types of practice require learners to engage in interaction and integrated language usage because group – or pair – work can be carried out only if the participants share and discuss, or read and pool their information. Task – based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real – life interaction.

In his highly acclaimed book, Nunan (1989) outlines the principles that should guide the design of teaching materials and modules for integrating a variety of language skills. According to Nunan, effective integrated modules are characterized by uses of authentic language models and exemplars, continuity of language work from comprehension to production, explicit connections of classroom language practice to real world uses (e.g., a business presentation or a job interview), and a systematic language focus that enables learners to identify and analyze language regularities. In his later work on designing integrated syllabuses, Nunan (2001) explains that the first step is to identify the contexts and situations in which learners will need to communicate.

After the communicative events are identified in general terms, the next phase should work toward learners' functional goals along with the linguistic elements required to achieve them. According to Nunan, in integrated instruction, language skills are taught and practiced depending on the students' learning objectives, rather than in the context of the four separate instructional areas. In this paper we are not going to discuss the consequences of integration skills but the importance of teaching and learning vocabulary through integration skills.

Learning a new foreign language is a difficult task demanding a lot of time devoting to studying. Learners have to develop all four language skills: reading skills, listening skills, speaking skills, and writing skills at nearly the same level.

In the process of teaching English all

four language skills (reading, listening, speaking, writing) are from the pedagogical and methodological reasons perceived as independent units, but in the real life we use all these skills together and in the communication between a speaker and a listener they are interwoven: when one person is talking, the other one is listening to him or her, similarly when someone is reading the text, there is a person who has written the text.

We may call it indirect communication. So, in human communication all four skills have their own peculiarities. Writing as a language skill differs from speaking as a productive skill and from receptive skills; it has its own specific features on both cognitive and socio-cultural levels, but in cooperation with other language skills it forms a union of all language abilities for a successful communication.

To conclude, we would like to point out, that the central innovative characteristic of the communicative approach in foreign language teaching is the integration of the four skills and their components. Integrating the four language skills in instruction raises learners' proficiency levels and enables advanced language learning. It enables students to use the language for purposeful communication. In language learning motivation also plays the main role. It pushes students forward in language learning with enthusiasm and willingness. It is one of the prevailing factors affecting students' performance of English language learning. Integrating the four skills in teaching English to students, teachers of English

should motivate their students to learn English and master their English.

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THE IMPORTANCE OF EDUCATION IN DEVELOPING STUDENTS PROFESSIONAL PROFECIENCY.

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***Аннотация.** В данной статье, автор анализировал проблему формирования личностной и профессиональных качеств студентов в процессе профессионального обучения.*

***Annotation.** In this article, the author analyzed the problem of the formation personality and professional qualities of students in process of vocational training.*

Key words: Pedagogical activity, student identify, spiritual and moral education, professional skill, education functions, personal quality, pedagogical technology.

Today, the work is being done to improve the quality of education all around the world. Taking into account these aspects special attention is paid to improving the effectiveness of teaching in universities. One of the principal aims of this system is – attracting young people to scientific activity, giving a chance to demonstrate their intellectual potential. As a result of appearing the emergence of various risk factors in social life, the education is more important than past now. After the Independence of the Republic of Uzbekistan, if education of harmoniously developed generation is considered as a priority of state policy, now it is considered as a priority task to bring it to a new level of quality. In particular, on this subject president Sh. Mirziyoyev said “ It is very important to solve another problem ” in meeting of addressing the results of the country’s socio-economic modernization in 2016 and the

most important directions of the economic program for 2017. These are the levels of professors and teachers and their special knowledge. On this subject, the need to create an environment that promotes the process of education, spiritual enlightenment and the formation of true values and special assignments given to the relevant ministers are evidenced that our government are paying special attention to the defections and problems in education. As well, we can say that improving the effectiveness of educational and training activities in 2017 is reflected in the Decree on the strategy for further development of the Republic of Uzbekistan in 2021.

Education in the system of education is an important stage of continuous education. On this subject, formation of a person’s vital world view is provided, and then it is transformed into conscious self discipline.

So, there is a need for a complex approach to the educational process in educational institutions. We can see these actions in the greetings of the president of the Republic of Uzbekistan: We understand that today there are more important and current challenges. On this subject, to strengthen the material and technical base of science and education sphere, to use of advanced methods of training and retraining of pedagogical values, to cooperate with leading foreign centers, to attract modern technologies in the sphere, to encourage teachers difficult job and in shortly, all opportunities are created to build a new generation.

This task is reflected in the theoretical model of higher education graduates.

To give theoretical and practical information for youth for developing their moral, emotional, physical, psychological, ethical features, to create a chance for learning foreign languages, to be able to analyze processes and systems, to form flexibility in practical mobility and professionalism.

Upbringing of a person who meets the requirements of the reforms being implemented in society, adapting to the emerging competition, meeting the qualifications of specialists.

To from the creative thinking and organizational qualities of caring, curiosity, discipline, enthusiasm.

Mentally motivated mental and practical development, self-reliant and emotional self control.

Future professionals need to cultivate such qualities as publicity, inter ethnic, friendship, humanity, understanding oth-

ers, being aware of the issues of proper functioning.

These features, in turn, need to be able to analyze the individual's ability to analyze the social and environmental phenomena of discipline and professionalism of the specialist and to work in the same relationship with all student's. As a means of learning, the teacher's personal example and reputation, the values of academic unions are very crucial. In fact, moral and emotional features make it possible for individuals to have positive influence, only a good connoisseur can be an example to student's.

Therefore, the organization of educational work in the higher education system is firstly seen in the quality of the teaching staff, compliance with the rules of conduct and internal procedures and the professional and scientific arrangements. The student's knowledge acquired during the lesson is the main source of their intellectual and spiritual development outside of the audience.

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TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Annotation

Due to the mass spread of globalization throughout the world, there is no subject which is developing on its own way. Social, political, economics and scientific needs of the world have made it to learn and catch up with the demands of our modern world. For this purpose so many people have been learning languages. English is number one for the language learners who want to gain more success in his field. Not only specialists of this language, but also n- specialists are in the process of mastering English. In this article the meaning and features of ESP will be delved with relevant examples.

Key words: Effectiveness of ESP, Methodology, Assessment

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ С ОПРЕДЕЛЁННЫМ НАПРАВЛЕНИЕМ (ESP)

Аннотация

Из-за массового распространения глобализации по всему миру нет ни одной темы, которая развивается по-своему. Социальные, политические, экономические и научные потребности мира заставили его учиться и соответствовать потребностям нашего современного мира. Для этого очень много людей изучают языки. Английский язык - номер один для изучающих язык, которые хотят добиться большего успеха в своей области. Не только специалисты этого языка, но и специалисты находятся в процессе освоения английского языка. В этой статье значение и особенности ESP будут вкратце рассмотрены с соответствующими примерами.

Ключевые слова: Эффективность ESP, методика, оценивание

English for specific purposes in short form it is given ESP is considered to be a subset of English as a second or foreign language. It is the way of teaching the English language to university students or people who have a profession with reference to some vocabulary store and basic skills they need. ESP learners are taught on one occupation or purposes such as

Technical English, scientific English, English for medical professionals, English for tourism and for other specialities. ESP is not a special way of teaching or totally different approach to the training of learners. It includes some peculiarities in teaching purposefully. It is not a matter of teaching « specialized varieties « of English. There are some features which can be

identified as «typical» of a particular context of use and which, therefore, the learner is more likely to meet in aimed condition. But all in all, ESP and typical language teaching contain target situations and purposefully planned methods to teach. ESP is not various in any kind from any other language training, in that it is to be based in the first instance on principles of effective and efficient ways of mastering in language. The emphasis in ESP is not put on language use but on picking up language. ESP teachers train academic skills to future professionals. They teach for the learners profession and motivate their students to use background knowledge along with the academic skills in dealing with all sorts of authentic information in students sphere. Teachers design courses to their learners needs, having in mind their target aim.

While teaching language technology is a main help for the learners' purpose. Teaching ESP is categorized into two. First, learners use them in order to learn the language context, next is to create new means of communicating. All areas of ESP have been influenced by the continuous development of new technologies. English teachers can use audacity not only to create their own recordings or podcasts but also to allow students to monitor a visual pattern of their spoken language. Audacity is a free program which ia utilized for podcasting but has been implemented by ESP teachers for specific pedagogical aims. In language learning classroom technology is used to create contexts for communicating with oral, literate, and visual modes of dis-

course. Participants may be made interact each other by means of electronic gadgets through Facebook, e-mail or others. ESP teachers should have general training as an educator and teacher. This involves what all teachers need to know regardless of what kind of subject they teach. All components are as follows:

- educational psychology, children development should be studied. The nature of education is to be taught;

- the awareness of classroom management;

- comprehension of the role of curriculum, syllabus and materials of teachers;

- ability to select relevant means of learning material;

When language learners face to problematic situation like ESP, they may be distracted by various materials availability. Teacher is asked to sort out what should be learned and what is not necessary in learning their purposes. Suitable materials are chosen by teachers including all skills and subskills. Grammar is not so important as vocabulary or speaking is the most important skill in English. Continuing personal education is vital for the ESP teachers, they should be well-educated people. Professionals of ESP are required to have a broad outlook and at least two years to teach English as a specialist trainer and four years to have practiced in methodology. They do many skills in their sphere: as researcher, whose job involves to work in various fields. They should be aware of different knowledge. As evaluator ESP practitioner requires- testing of students, evaluation of courses and teaching materials. As a col-

laborator cooperative skills is demanded from the specialists of ESP teachers. That's why ESP teachers role in learning process is complex and responsible one than teaching General English. They do not include only teaching, but also providing with relevant materials, design syllabus, collaborating with subject specialists, conducting research and assessing the course and the students. A professional ESP teacher must have the ability to switch from one professional field to an-

other without being obliged to spend a long period of time on getting stated. But ESP teachers should be specialized in teaching language not in targeted field.

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UTILIZING MODULAR SYSTEM IN DISTANCE LEARNING.

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Аннотация

В данной статье приведены сведения о системе Moodle которая применяется в системе образования. В приведенных данных, обращено внимание на установку и наладку данной системы. Кроме того, показаны методы устранения некоторых неполадок в ходе эксплуатации системы Moodle. Annotation

In the article was mentioned the moodle system in education. Taken informations on this system is directed to put up working conditions and to control it. Besides this was taken methods of elimination some malfunction in exploiting the moodle system.

Keyword: Moodle, LMS, Distance learning, utilizing modular system.

This article contains answers to questions that arise from new users of the Moodle system. It is not so difficult to use the e-learning system Moodle. But for those who did not know what they were doing with the Moodle system for the first time and how it was built, problems might arise. Examples of such problems are the fact that the user does not know the Moodle system policy and does not know how to solve problems in Moodle. Many of these problems, requiring complex and rapid corrections, complicate the system, making it a “myth”. One of these “myths” leads to the conclusion that the user is a software developer in the higher education system and that he must work only in the Moodle system.

In fact, some sources of the Moodle system show that an understanding of the operating principle can also be used by a simple instructor from a standard con-

figuration. Support for installing and maintaining the performance of the Moodle system is more complex than other web site management systems, such as Joomla or Drupal, which schoolchildren can perform.

Currently, the Moodle Center is creating <http://moodle-center.ru> to collect and systematize the collected resources. This site became popular over time and provided information about the performance of the Moodle system and became the main source of the system.

Let's get acquainted with the Moodle system.

Distance learning is a form of training on a particular subject or subject, by transmitting and receiving data remotely using modern ICTs with special advantages over traditional education. It can simultaneously train the majority of the team. Thanks to the development of sci-

ence and technology, the amount of information necessary for students increases dramatically. Providing this information to students using traditional methods and tools remains one of the most difficult tasks. Today distance education is a very important tool for students in the field of education, and great achievements are being achieved all over the world. An example of this is an example of distance learning in the MOODLE system.

Moodle is a site-managed management system that is designed to teach a teacher an online course. The Moodle system is, in effect, a dynamic management system for the learning environment, designed for mass objects. The founder of the Moodle system was Martin Douamamas, a teacher of informatics and education at the University of Curtin, Australia, who initiated the idea of creating this system in 1999, and in 2002 created the Moodle 1.0 system. This system is a free software package that offers a wide range of distance learning opportunities for the elderly based on its functionality. Today, the world's leading universities use the moodle system for teaching students. Moodle, a distance learning management system, currently has over 46,000 educational portals in more than 200 countries, more than 2 million registered users and more than 300 developers, he embodied himself.

The Moodle system can be used for:

- for distance learning – the teacher and student often receive training personally without assistance;
- distance education support – on the basis of e-learning students can receive

and send assignments for use with the Moodle system;

- Implementation of practical tasks, tests are conducted during the trainings of the system of electronic education.

The Moodle system allows you to:

- Ability to choose the right time and place for teaching the teacher and student;
- profound knowledge of knowledge;
- Communicate only when the teacher and the student need it. If the student fulfills his duties in a timely manner, he / she will be in contact with the teacher.
- individuality of education;
- saving time and money – there is no need to waste time and money on training.

Moodle is installed on the server, and the user can access it through the network using browsers.

Demand for “client” computers on the network is not so high – mostly browsers, so computers available in the current Internet are available in this system.

The Moodle system has no limits on the number of users, and all restrictions depend on the characteristics of the server. Do I need to install Moodle on all computers? The question does not arise, but only if the computer that you are using is connected to the Internet.

There is a version of DEMO for Moodle to visit: <http://demo.moodle.net/>.

Installation and configuration of the Moodle system. On the first page, you must perform the following steps to configure the password for accessing the Moodle system: The “Administrirvaniya” blog is selected “Security” and is se-

lected on the “Security policy” website. On the downloaded page, you will receive the “Getting Started Guide”.

In order for users to choose themselves, they will go to the “Settings” blog in the series “Authentication of plagiarism => Correction of authentication” in “Self-registration by electronic form”.

Moving the Moodle system from one server to another is as follows;

- A copy of the Moodle and Moodle data files is downloaded.
- Data reset (MO). Typically, the created dump and its description on the server are performed using phpmyadmin or mysqldump.
- Go to config.php when accessing MO and directory permissions in the configuration file.

It is highly desirable that such actions are performed by a user familiar with the Moodle system, since it is very likely that the data will not be completely trans-

ferred, so it is best to proceed to the next method.

1. Install the same version of Moodle on your PC

2. Obtain a backup copy of the archive using the method specified on the old server

3. Take the archive to the new server and restore the archives there.

To maximize the download size, Moodle needs to pay attention to three situations, since the size limit can be limited.

1. In the Moodle system itself,

2. When setting up the programming language PHP,

3. Configuring Web servers.

That is, three cases are checked and limited and eliminated.

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METHODS AND MODELS OF DISTANCE LEARNING ENGLISH FOR GRADUATES OF SECONDARY SCHOOLS

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Annotation

The article explores the possibility of using distance learning in general education schools. Also considered a model of distance learning.

Key words: distance learning, distance technologies, models of distance education, Internet

МЕТОДЫ И МОДЕЛИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ ВЫПУСКНИКОВ ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛ.

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Аннотация

В статье исследуется возможность использования дистанционной формы обучения в общеобразовательных школах. Так же рассматриваются модели дистанционного обучения.

Ключевые слова: дистанционное обучение, дистанционные технологии, модели дистанционного обучения, Интернет

Actually when there is a lot of talk about the quality of education, linking it with competency assessments, innovative educational technologies play a significant role in creating a graduate's knowledge and skills. One of such innovative educational technologies is distance learning technology.

Distance learning is study in which its subjects are separated in space and, possibly, in time, realized with regard to the transmission and perception of information in virtual environment is provided with a special system of organization of the educational process, a special methodology for the development of textbooks and a teaching strategy, as well as the use of electronic or other communication technologies[1].

Distance technologies are effective in forming theoretical knowledge on a wide range of issues, as well as in obtaining skills of working with information and communication technologies, information interaction in networks, analytical-synthetic processing of information, mastering the technology of creating information products.[3]

Distance learning for a scholar not only a way to gain knowledge, but also a means of developing self-organization, self-education, dedication, demanding of oneself and the ability to achieve goals. In my opinion, this is much more important. Preparing a

pupil for the system of university education is very well done through distance learning.

The educational activity of schoolchildren in distance learning can be represented by a model consisting of several components – activities that reflect specific goals and objectives of distance learning:

| | |
|---|--|
| Cognitive and productive activities | -the creation by schoolchildren of a creative product in a particular subject area using computer tools; |
| Communicative activity | - the interaction of subjects of distance learning; |
| Methodological and substantive activities | -management of the student content and methods of the learning process in the distant mode; |
| Psychological and educational activities | -the development of existing and the acquisition of specific for distance learning personal qualities; |
| Technical activity | -mastering the necessary skills of working with computer programs and Internet resources, etc. |

The models of distance learning organization are distinguished by a great diversity, primarily due to the different conditions under which institutions are formed that use distance learning in one way or another [2 p.5]. Didactic distance learning models define organizational models of distance education and organizational forms of educational institutions.

School – the Internet. Within this model, the main educational process takes place in a full-time school. Internet access is used as an additional source of information. Pupils, along with their full-time teacher, interact with information distant from them, various educational objects, and specialists in the studied areas. Distance learning is in this case an additional means of solving traditional general educational tasks. The network expands the possibilities of access to arrays of information, increases the quantity and quality of communications. The criteria for evaluating the results of distance learning of this type are the same as in full-time study.

School – Internet – School. Covers students and teachers of two or more full-time schools that participate in general distance education projects. This type of education is additional to the basic one, but sometimes the project allows to study individual topics or sections, but this is an exception. Communication with remote students is organized, but not systematic.

Pupil – Internet – Teacher. Distance learning partially replaces full-time. The teacher removed from him continuously or occasionally works with the student. In the learning process, various forms of training are used – distance courses, seminars, consultations. The number of sessions of interaction between the student and the remote teacher increases, followed by the quality of remote interaction. The training class consists of full-time and distance students. Classes are held remotely, usually in the mode of additional education and have the purpose of in-depth study of any subject or topic, preparation for entering a university, etc.

Pupil – Internet – Center. Distance learning is comparable to full-time learning and is a means of individualizing learning. Pupils are trained in a distance center, which has ad-

ditional opportunities to unleash the creative potential of students. Option – fully distance learning. Pupils (one or more), not necessarily from one full-time school, are enrolled in a distant school, college or center in the mode of basic education or a substantial part of it. Training in this case is largely distant. The work of students in virtual classes occurs when practically all subjects of education are remote from each other.

Pupil – Internet –... Distance learning performs the function of education distributed in space and time. The student is studying not in one full-time or distance school, but at the same time in several. The student's comprehensive educational program is designed in such a way that various educational subjects are studied by him in various institutions or from various teachers. The coordinating role is played by a full-time or remote institution or parents. The school is transformed into a personal educational center.

This model of distance learning allows you to flexibly take into account the personality characteristics and goals of the student, to build his individual educational path. But in order to realize these opportunities, highly professional coordination of training on the part of a tutor or other teacher / mentor working in a specific and well-functioning pedagogical system is required.

Distance learning, incorporating all the latest developments in the education system, opens up broad prospects for school education. But, nevertheless, the significance of the distance method of teaching foreign languages in the system of general secondary education becomes quite serious.

With the development and improvement of telecommunications teaching aids, the forms and methods of presenting educational materials for distance courses will change, contributing to the perception of information at different levels. At the same time, these forms will be subordinated to the main goals of the participant in productive activities – the creation of their own materials, the educational product that is vital for the student for his education and advanced training.

It can be concluded that the open information environment in which distance learning is carried out makes it necessary to take into account a number of legal, ethical and psychological aspects of information activities, puts the teacher and students in the position of citizens of the information society, dictates the norms of information interaction. And providing an opportunity to express oneself in a group that divides the goals, tasks and interests of the listener into a period of study contributes to the motivation of learning, to developing one's own position in relation to various phenomena and processes in the information sphere.

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METHODS AND TECHNIQUES OF LEARNING A FOREIGN LANGUAGE.

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Abstract.

Following scientific article represents grab attention facts and theories about methods which are used in the process of teaching second language. It is mentioned that methods play an important role in giving education not only foreign languages but also other knowledge. Researches present facts showing value ad appropriate usage of teaching methods with creative samples.

Аннотация

Научная статья представляет Захватите внимание факты и теории о методах которые использованы в процессе учить второй язык. Отмечается, что методы играют важную роль в предоставлении образования не только ино странных языков, но и других знаний. Исследования присутствуют факты, дем онстрирующие значение объявления надлежащего использования методов преподавания с творческими образцами.

Key words: method, teaching process, familiarization, learning foreign languages, principal direction, functions of teacher.

Usually the word method is defined as the way to achieve the goal. In the method of teaching foreign languages, it retains its value, but at the same time it is also used to designate paths of different scale.

First, the method is called the principal direction in the teaching of foreign languages, which is characterized by certain goals, content and principles of learning.

Secondly, the word method denotes the path-system of learning within any direction, reflecting the concept of the author or the authors who proposed it.

Thirdly, the word method indicates the path-method of the ordered interrelated activity of the teacher and students within any system, a technological opera-

tion that provides interaction between the training and the learning sides and is included as a component in the learning technology directly related to the problem of how to teach. The trainer and the student have one goal: the first to fail, and the second to come to the end results.

Learning a foreign language should lead the learner to master the language skills that realize the communicative nature of the language—toserve as a means of communication, expanding the horizons and developing the learner's intellectual abilities. The teacher is designed to stimulate the learner's understanding. Educating is an active process that is carried out through the involvement of the student in

various kinds of activities and, thus, makes him an active participant in the formation of his personality.

If we consider the main purposes performed by the teacher and the student in this two-way process, we are able to see that one teaches, helps to learn, and the other learns. The organization of the learning process in a foreign language in modern conditions should be nothing more than the organization of student's activities in this process. The teacher organizes their familiarization with the educational material, organizes the training necessary to develop their language skills and speech skills, organizes the use of the material being studied in solving communicative tasks: understand a foreign language speech or learn something during a conversation in a foreign language, read and get some information, discuss some question, etc. The organizing function of the teacher includes the organization of the teachings of each and the group as a whole, not only during the lesson, but also during extracurricular hours in the study and at home, as well as instilling in students the skills and abilities of independent work in a foreign language and the implementation of self-control during work, showing community skills they acquire in other subjects.

Teaching function of a teacher is that he needs to explain something, communicate, comment, correct and thereby enrich students' knowledge of the language and through the language being studied: increase vocabulary, word learning ability. Moreover, expand their ability to practically use them in oral and written forms

of communication, while forming the necessary qualities of the individual.

The controlling function of the teacher is carried out during familiarization, training and application. In the course of familiarizing the learner with new material, the teacher establishes whether he understood or did not understand him; in the course of training-the right or wrong actions are taken with a training material, if it is wrong, then that; during application of digestible material, it establishes whether the communicative function is fulfilled, to what extent it is not fulfilled. For instance, when listening comprehension did not happen; this was hampered by gaps in vocabulary knowledge. When reading, students will not understand the text because they do not understand the grammar. When speaking, the student will not be able to understand because of the blunders they made in speech or because of their illogical nature in the construction of their statement.

Consider the functions performed by students and components of the exercise, which begins with an introduction to the educational material. They must understand form, meaning, and use. Understanding form, meaning and usage is very important, but it is not enough. Training is required to ensure multiple meetings with the training material. Without it you cannot master a foreign language. And you must use the material learned in the act of oral and written communication.

That is why, in a teaching process there is a close interaction of the trainer and the learner, which should determine the working methods of the one

and the other. Methods that tutors use should reflect its organizing, instructing, supervising functions and provide the learner with the chance to familiarize, and apply to achieve their goals in a language learning process. They are designed to stimulate the learners' teaching and lead them along the path of understanding a language, to manage the learner's teaching. Since three main functions performed by the students were identified: familiarization, training, application, then the basic methods the main technological operations also indicate the sequence in the teaching from familiarization through training to use, i.e stages of work on the assimilation of educational material.

The rational use of these methods is aimed at achieving practical, educational and development goals. Familiarization, training and application are implemented in the system of techniques used by the teacher in organizing the student's teach-

ing through the latter solving a set of specific tasks related to mental operations and sensory perceptions (emotions). Techniques relate to specific actions. It should be remembered that the specific content of the techniques used determines the effectiveness of the method, as the concept of « method» is abstract, as is the concept of « activity».

This concept is implemented in specific techniques and actions. It is essential that the methods used by the teacher put the student in front of the need to solve mental problems; so that he not only reproduces the speech unit, but also himself could construct a statement in connection with the communicative task before him.

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THE MODERN METHODS OF TEACHING FOREIGN LANGUAGES

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Annotation: *The article deals with the necessity and the importance of applying innovative technologies to foreign language lessons. They have a number of advantages compared with other information technology training, as they allow: to improve the process of organic combination of traditional forms and methods of education with innovation; implement training, information, games, modeling, design and analysis functions; general didactic perform such principles as the visibility, accessibility, difficulty feasible, system, transition from education to self-education, positive emotional background of training, between theory and practice.*

Keywords: multimedia learning tools, learning paradigm communicative activity of students' independent work intensification.

СОВРЕМЕННЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация: *в статье рассматривается необходимость и важность применения инновационных технологий на уроках иностранного языка. Они имеют ряд преимуществ по сравнению с другими видами обучения в области инновационных технологий, поскольку они позволяют: улучшить процесс органичного сочетания традиционных форм и методов обучения с инновациями; реализовать функции обучения, информации, игр, моделирования, дизайна и анализа; В общей дидактике выполняются такие принципы, как наглядность, доступность, достижимая сложность, система, переход от обучения к самообразованию, положительный эмоциональный фон обучения, между теорией и практикой.*

Ключевые слова: мультимедийные средства обучения, парадигма обучения, коммуникативная активность, интенсификация самостоятельной работы студентов.

Nowadays knowledge of foreign languages is required in different spheres of human activity. It is not enough only to learn all words from the dictionary and grammar rules of the foreign language.

Very important point in teaching students any foreign language is teaching speaking and listening.

One of the most popular methods among English teachers is the Communi-

cative Approach. Communication has many functions which we accomplish through language. The most important communicative functions that English teacher should through language are:

- Greeting, inviting, accepting, complimenting, congratulating,
- suggesting, advising, reporting, commenting
- commanding, ordering
- questioning
- apologizing, making excuses

Talk is an essential part of communicating, thinking and learning. It allows students to express themselves, to give definitions to their thoughts and to learn about language, themselves and their world. The speech of the students is improved when teachers allow for all kinds of talk in auditorium activities, by engaging students in conversation and by planning many opportunities for students to extend their language. One of the basic assumptions of this method is that students will be more motivated to study since they feel they are learning useful with language they study. Teachers give students an opportunity to express their individuality by having them share their opinions and ideas on a regular basis. It helps students to integrate English with their personality.

Also good teaching strategies and techniques include the planning and stating of carefully balances varied learning sequences with clear achievable objectives, so that students know what is expected from them. They also include Project work involving the students in deciding together what they want to do themselves, cooperation. Role -play,

group work, pair work, dialogues, all these will help to develop students' ability to work more effectively. Students train in fluency, quick reaction, acting skills and grammatical correctness in dialogues.

Another great point is Motivation. It is widely agreed that motivation has a great effect on a student's capacity to learn. Motivation can be broken down into extrinsic and intrinsic forms. Intrinsic motivation comes from within the learner, who wants to learn for the sake of learning. It is much more likely that our students will be extrinsically motivated, meaning that motivation comes from external sources such as wanting to pass an exam. Nowadays pair work and work in small groups is very much in fashion. The communicative approach encourages teachers to use a lot of pair work and therefore increase 'student talking time'.

Pronunciation plays a special role in the content of language material. Pronunciation is the most essential skill of spoken English. Teaching pronunciation is frequently classified as the most neglected aspect of language while educating ESL students. It is challenging for many teachers to focus on pronunciation for a number of reasons. There are few appropriate tools and defined standards of what pronunciation practice should include and every technique, exercise or drill should be used which may further the learners in their immediate purpose and bring them nearer to their ultimate goal. Many educational institutions still struggle to incorporate different varieties of English into textbooks, together with their lexical, grammatical and cultural backgrounds.

Learning foreign languages cannot be imagined without the use of multimedia teaching aids. The ability to illustrate the actual process of communication in English, the need to approach the educational environment to the real conditions of the functioning of the target language and culture are certainly urgent tasks methods of teaching foreign languages. The use of computer technology in teaching in our time is of great importance due to the new opportunities. The introduction of new information and communication technologies is expanding access to education, open education system generates, change the representation of qualified characteristics, which must have a modern graduate

To conclude, the key strategies for teaching English classes are probably developing a positive and collaborative

working atmosphere and providing a variety of work suitable for different levels.

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PSYCHOLINGUISTIC FEATURES OF TEACHING READING AS A TYPE OF SPEECH ACTIVITY OF STUDENTS LEARNING RUSSIAN.

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Annotation. *The article analyzes speech activity, discusses the psycholinguistic features of the reading process. The procedural and substantive aspects of this type of speech activity are covered. The concepts of leading psycholinguists are given.*

Аннотация. *В статье анализируется речевая деятельность, рассматриваются психолингвистические особенности процесса чтения. Освещаются процессуальная и содержательная стороны данного вида речевой деятельности. Приводятся концепции ведущих психолингвистов.*

Key words: speech activity, information, cognitologists, communication facilities, psychological processes, intellectual activity.

Psycholinguistics as a science originated within the middle of the last century, that these days is just gaining momentum. The newest international cognitive psychology symposia vividly gave the topics of understanding, mastering, speech pathology, and brain mechanisms of speech activity. Speech activity is taken into account by psycholinguists and psychological feature consultants as a fancy and necessary noses of process language info. In fashionable domestic cognitive psychology, there are many models of speech generation and perception (A. A. Akishina, V. L. Degen, A. A. Zalevskaya, I. A. Zimnyaya, O. E. Kagan, A. A. Leontiev, A. R. Luria, T. V. Ryabova-Akhutina, R. M. Frumkin, etc.). The term “speech activity” is found within the method, conjointly within the psychological literature in the study of foreign languages and therefore the authors provide a completely different interpretation of this term. as

an example, B. V. Belyaev notes «... in some cases, we tend to decision speech a specific person’s person, because of the terrible method of communication distributed by suggests that of language. In alternative cases, we tend to decision speech what’s the tip results of this method... ». [one]. In keeping with A. A. Leontiev (1997), in speech activity, the foremost necessary moments for the method of mastering the studied language are highlighted orientation within the conditions of activity, kinds of operations, development of thought in accordance with the results of orientation, implementation of this setup and management. [2]. I. A. Zimnyaya notes “speech activity is full of life, purposeful, mediate by the scheme and therefore the method of sending or receiving a message caused by the case of communication.” [3].

We tend to note particularly the expansion of analysis aimed toward charac-

teristic the connection between the individual characteristics of the temperament of the speaker and therefore the specificity of the generated text. supported the psychological characteristics of speech activity, the researchers establish and describe the precise options of listening, speaking, reading and writing, relevant skills and skills, final and stepwise needs for skills in numerous kinds of speech activity, conduct a targeted choice of teaching aids, develop communicatively directed systems exercises and sorts of management targeted on the kinds of speech activity. within the method works on the Russian language, supported the idea of speech activity, the beginning points are the provisions of contemporary communicative linguistics, that are the premise of the functional-semantic approach to the choice and development of language suggests that.

The on top of analysis emphasizes the necessity for thorough thought of the difficulty of reading as a kind of speech activity. L.S. Vygotsky noted: "Reading could be an advanced method within which higher mental functions in terms of thinking are directly concerned and developed and underdeveloped reading have immediate reasons for developing a child's thinking... It seems that reading needs intellectual activity, it's a lot of intellectually, consciously, arbitrary, the understanding of oral speech «[4].

Reading could be an advanced kind of speech activity. It needs special purposeful coaching so as to master them in their native and particularly in a very foreign language. The problem of mastering

browsing is because of the very fact that thought is created within the mind of the reader and therefore the content of the read is mirrored. If reading is that the goal of learning a language, then the most task of the teacher is to show to browse and perceive the knowledge contained within the texts. An outsized role during this method is competed by acts of thinking, therefore, the development of reading skills ought to embrace sorts of work that permit activating sensible, concrete-figurative and theoretical kinds of thinking. The method of reading is often thought of as Associate in the Nursing act of perception since reading is naturally communication, the leading motive of that is that the understanding of the text, that acts as a communicative event not solely within the act of its creation however conjointly in the act of perception. Reading a text by a student includes the subsequent components: the student's awareness of the aim or motive of addressing the text (the book), the flexibility to understand the content of what's browsing. One amongst the directions of development of the activity approach to the organization of the reading method we tend to see in characteristic the magnitude relation of motive and age characteristics of scholars.

Learning to browse begins with the initial stage of the formation of skills reading technology. Methodists propose to use the subsequent exercises « in teaching reading: reading aloud memorized sayings, tongue twisters and tiny dialogues; finding and analyzing words similar in sound however completely different in which means, analysis of patronyms,

homophones and homographs; drawing up sentences from words, filling in gaps with missing letters; finding synonyms and antonyms within the text; filling in the gaps in the sentence with applicable words; being in the text of the sentence, that contains the solution to the teacher's question; definition of the which means of recent words by word formation and context. Reading aloud the proverbs and sayings learned by memory ought to be supported a fancy of sounds that are being studied and consolidated at the instant. It ought to be noted that once reading the tests, Uzbeks students have language difficulties with the pronunciation of sippy consonants, percussion, and light vowels, conjointly reading of b (soft sign), b (solid sign), letters – as a vowel [and]. These difficulties arise because of the very fact that psychologically at the first stage of learning Russian; students browse supported the foundations of their linguistic communication. The teacher should consider this issue and work on the errors, which can result in a positive result. Reading is the main foundation for the formation of speaking skills. The teacher can offer a retelling of the read text. When retelling the text read, Uzbeks students have difficulty memorizing terms, unfamiliar and difficult words. The word, the image of which is not fixed in the memory, due to the absence of such a trace and if it is difficult to pronounce, difficult to speak, makes the process of retelling difficult. The main reasons for the difficulties are the lack of intellectual and psychological preparation for the perception of the text, limited vocabulary,

insufficient knowledge of grammar, the lack of the reference base in the cognitive system, which is actualized in the statement. The choice of text to read, therefore, is a very important issue. To achieve the result at the initial stage of training it is necessary to transform the text: compress and adapt. Compression is the process of “compressing” the source text while preserving its conceptual content, but with the possibility of changing the language plan. Adaptation is also a way of transforming a text, however, in this case, not only the main content is retained, but also the style and language features of the original text.

As a result of the thought of this issue, we are able to say that learning to browse then becomes effective once sure conditions are fulfilled: the text chosen for reading and study ought to be easy, helpful and diverting. At the initial stage of education, with a tiny low lexical reserve and a small set of down grammatical forms for college kids, easily accessible texts are designated. The subsequent condition for effective teaching of reading: the choice of texts ought to be graded by content and language suggests that. These conditions facilitate the teacher and therefore the student to figure on increasing the vocabulary, on mastering grammatical classes, forms and at the identical time not experiencing cultural shock once meeting with nationwide specific realities.

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EFFECTIVE WAYS OF READING METHODS IN ESL CLASSES

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Abstract: *In this article people can learn how to deal with reading materials. They help to reduce the time in order to find exact meaning to given text. Therefore, learners can improve reading skills, strategies to make sense of the text.*

Аннотация: *В этой статье люди могут научиться обращаться с материалами для чтения. Они помогают сократить время, чтобы найти точное значение для данного текста. Таким образом, учащиеся могут улучшить навыки чтения, стратегии, чтобы понять текст.*

Key words: Reading, text, method, comprehend, analyse, summarizing, sequencing, inferencing, comparing and contrasting, problem solving.

It is known that, learning how to read things written in English important to above the age of 10, cause today almost all country are paying seriously attention to learning English language. Due to English is useful by many branches as communication language round the world and shared with commercial, political and cultural factors among countries. Reading is one of the essential way to carry out ESL students to English speaking world. That is almost vital skill to beginners, if they learn properly it will effect more profitable than just read the theme. That's why, anything from vocabulary growth to performance across from all subjects at school is linked to reading ability. ESL learners always have difficulties from different subject concepts because they cannot comprehend the textbooks for them. ESLs at all levels of English expertising, and literacy, will profit from clear instruction of understanding skills along with other skills.

Here we take into consideration some steps which are profitable learn English by reading.

1. Summarizing. It is the way of giving only main points to something, but not details. It helps students learn to discover essential ideas and consolidate vital details that support them. Students learn how to focus on ideas which are given in reading texts, teachers can explain them to pay attention to key words, structures, phrases and idioms are these worth to remember and write in own brain note. In this reading method will be profitable if it is used by some stages as: What is the essential idea of this text? In which part given supportive ideas to find main point? Which points are not necessary and not related to important meaning? Learners should take into consideration into key words used in given text. Summarizing is demonstrated by these positions and they will help to learners to study more English by reading.

2. Sequencing. That skill is also support students to comprehend what they read. Sequencing analyse text into three parts: introduction as beginning, main-body part as middle and conclusion as end. Related step help learners to gain ability to retell events in order in which they occurred. The ability of sequence actions in given text as comprehension skills, especially in small texts. If we pay attention to story sequence's usage it will effect to students in individually, with small groups and whole class group settings. It is also important component of problem-solving among a lot of subjects.

3. Inferencing. Inference takes part using what you know to make a guess about what you do not know, or reading with lines. That step of method support students usage of guessing technique and encourage them to more adding critical ideas, better understanding and enjoying in given text. Making interference help learners to figure out which is correctly given or not mentioned idea. Proficient learners use their brain and knowledge to comprehend given text and they make conclusions, critical judgments. Then it will occur the form of conclusions, predictions and fresh opinions.

4. Comparing and contrasting. This factor of reading passage is needs in comparing similarities and differences in ideas which are given in the text. It is known that development strategy which abovementioned is often used in writing, but it has also profitable parts which we can use them in process of finding exact solutions from confusing points or order to show differences and same kinds. Comparing and contrasting is also used as brainstorming.

5. Problem-solving. As we know reading is essentially problem solving task. Understanding what you read and focus of given ideas from the passage are also dealing the problem or difficult situation. Problem-solving strategy includes factors:

- effort requiring is a serious attempt to find exact solution.

- Planning is the process of deciding in detail how to do something before you actually start to do it.

- Self monitoring is the process of checking whether individuals or firms are actually behaving as they should.
- Strategy selection is the action or fact of carefully choosing someone or something as being the best or most suitable the action or fact of carefully choosing someone or something as being the best or most suitable
- Reflection is the throwing back by a body or surface of light, heat, or sound without absorbing it.

From all we can conclude that, reading methods are which abovementioned very useful and methodological helpful for both learners and instructors to encourage them fully comprehend given text. Improving reading methods will shorten unnecessary learning time and they help focus on ideas while reading. They will increase students' grade of comprehending and concentration and after effects of these methods any kind of learner can reach the high understanding of reading materials.

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ОТЛИЧИЯ СЛОЖНЫХ СЛОВ ОТ ПРОСТЫХ СЛОВ И ОТ СЛОВСОЧЕТАНИЙ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ.

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Аннотация

В данной статье особое внимание уделено лексикологии английского и узбекского языков так как сложные глаголы наименее изучены, чем сложные прилагательные и существительные, хотя они достаточно активно участвуют в речевом акте и контексте. Во время изучения иностранного языка студентами выявляются затруднения в их переосмыслении, так как во многих переводных и толковых словарях отсутствуют многие распространенные сложные глаголы.

Annotation

In this article, special attention is paid to the lexicology of the English and Uzbek languages as complex verbs are less studied than complex adjectives and nouns, although they are quite actively involved in the speech act and context. During the study of a foreign language, students identify difficulties in their rethinking, as in many translation and explanatory dictionaries many common complex verbs are missing.

Ключевые слова: Лексикология, перевод, сложные глаголы, сложные прилагательные, словосочетание, смысловая разница.

Одной из спорных проблем в изучении сложных слов является их отличие от схожих им языковых явлений: простых слов и словосочетаний. При различии сложного слова от простых нам известен тот факт, что простое слово состоит из одной основы, например, *to walk*, а сложное слово состоит из непосредственно связанных 2 или 3 основ: например: *to flighttest*.

Этого факта нам достаточно: т.к. известно, что многие сложные слова по морфологическому составу в прошлом претерпели упрощение

и стали морфологически-простыми. Например: *woman om wife + man*, *lord om hlaf + weared*. Таким образом,

эта проблема является преимущественно этимологической.

Как и в английском языке, так и в узбекском языке простое слово состоит из одной основы. Например: *темирчилик*, *билимдон*, *кўклаш*.

А сложное слово – из более одной основы. Например: *асалари*, *эрксевар*, *кўзминчоқ*.

В современном узбекском языке также существуют слова, которые были когда-то сложными, но сейчас один из компонентов самостоятельно не употребляется. Например: слово *кечкурун*. Некоторые лингвисты считают такие слова сложными. Но мы считаем, что слово *кечкурун* было

сложным словом. Но постепенно в результате эволюции языка второй компонент этого слова *курун* потерял своё самостоятельное значение и не считается, основой, поэтому с точки зрения современного узбекского языка мы считаем это слово простым. Слово *кечкурун* не считается даже производным, т.к. его часть *курун* существует только в одном слове *кечкурун* и не имеет качеств аффикса. В слове *кечкурун* произошло лексическое смещение.

В узбекском языке существует ещё один вопрос, считать ли сложные слова, заимствованные из других языков сложными или простыми. Если каждый компонент этого сложного слова самостоятельно употребляется в узбекском языке, то мы считаем их сложными словами с точки зрения узбекского языка. Например: *хушхабар*, *дилором*, *камдийдор*.

Так, их компоненты *хуш*, *хабар*, *дил*, *ором*, *кам*, *дийдор* имеют лексическое значение и употребляются как самостоятельная основа. Но слова *дилором*, *камнамо* мы не считаем сложными, т.к. второй компонент не имеет лексического значения в узбекском языке. Они считаются сложными с точки зрения того языка, из которого они заимствованы. Такие слова считаются простыми с точки зрения узбекского языка.

Что касается отличия сложного слова от словосочетания, в современном английском языке в его речевой сфере наблюдается параллелизм употребления таких единиц как сложное

слово и словосочетание. Здесь речь идёт, конечно, о сложных словах и словосочетаниях, схожих между собой по своим семантико-структурным особенностям. Например: мы можем сказать *advice-giver*, но и *a giver of advice*. Близость анализируемых сложных слов и словосочетаний подтверждается ещё и тем обстоятельством, которое мы выше рассмотрели, что образование многих сложных слов осуществляется на базе словосочетаний. Анализ общего смысла тех и других образований говорит о том, что между ними в этом плане нет существенного различия. Для выражения какой-либо мысли предложения можно пользоваться как сложными словами, так и словосочетаниями, т.к. они имеют в целом одинаковый общий смысл и различаются лишь отдельными смысловыми и стилистическими нюансами.¹

Первым и самым распространённым различием между сложными словами является тот факт, что сложные слова состоят из основ, а словосочетание из слов. Но как известно, в английском языке основа во многих случаях омонимична слову. Таким образом, во-первых, сначала надо решить вопрос, является ли данный компонент словом или основой.

Так, предложение "*Brain was impressed with the useful know-how of his much travelled cousin*". (A. Sillitoe), можно было бы перефразировать, употребив в нём словосочетание *to travel much*:

¹ Царев П.В. Продуктивное именное словообразование в современном английском языке. М., 1987, с.31

«Brain was impressed with the useful know-how of his cousin who travelled much.»

Общий смысл высказывания в обоих предложениях, как видно из примера, не меняется.

Тем не менее, конечно, существует определённая смысловая разница между сложным словом и словосочетанием. Эта разница скорее лексико-грамматическая, т.е. сложное слово – это определённая часть речи: оно может быть и прилагательным, существительным и т.д., в то время как словосочетание – это сочетание слов, относящихся к различным частям речи. Это можно увидеть при сравнении сложных прилагательных и соответствующих им словосочетаний. Так сложные прилагательные *red-haired*, *big-sized* имеют в качестве аналогов словосочетания *with red hair*, *of a big size*, где господствующее слово словосочетания *hair*, *size* является существительным.

Посмотрим ещё один пример, где значения сложного слова и словосочетания отличаются.

The sour-looking manager looked even more sour. (E. Wallace).

Sour-looking manager – управляющий, имеющий недовольный, кислый вид, *manager looked even more sour* – он выглядел ещё более недовольным, чем обычно. Обычно он выглядел просто недовольным.

Итак, приведённые примеры показывают, что сложное слово и словосочетание не тождественны в своём значении и отличаются определённым смыслом.

Сложное слово и словосочетание имеют отличия в характере номинации. Сложное слово в силу своей обобщающей природы, обладает способностью объединять в своей структуре и обозначать различные разновидности соотнесённых с ним словосочетаний.

Например:

Tea-cake-----cake eaten at tea

Tea-cup -----cup for tea

Tea-gown-----gown worn at tea

Tea-pot -----pot in which the tea is made

Tea-dance-----an afternoon tea at which there is dancing.

Сложное слово, таким образом, в структурном плане оказывается гораздо сложнее словосочетания, ибо оно может объединять в себе множество структур. В книге П. В. Царёва «Продуктивное именное словообразование в современном английском языке» было приведено мнение В. Адамса, который утверждает, что «наше понимание смысла сложных слов зависит от наших знаний реалий внешнего мира, обозначаемых этими сложными словами».²

Словосочетание отличается от сложного слова конкретностью своего значения и структурой. Так, сложные слова *tea-dance*, *tea-cake*, перефразированные в *tea at which there is dancing*, *cake eaten at tea* не представляют никакой трудности в их понимании.

В узбекском языке, как и в английском, сложное слово не имеет фор-

² Царев П.В. Продуктивное именное словообразование в современном английском языке. М., 1987, с.31

мального знака отличия от словосочетания. И в этом вся трудность в различии сложного слова от словосочетания. Основное же отличие то, что сложное слово состоит из непосредственной связи более одной основы, а словосочетание состоит из грамматической связи более одного слова. Внешне сложные слова и словосочетания схожи, т.к. в узбекском языке некоторые слова совпадают с основой. Например, в сложном слове *белбоғ* его компонент *бел* и *боғ* кажутся самостоятельным словом, но на самом деле в составе сложного слова они потеряли самостоятельность и превратились в части одного слова: *бел* – *талия*, *боғ* – *пояс*, *ремень*. А слово *белбоғ* имеет новое лексическое значение, обозначающее другой предмет. А в словосочетании каждое слово сохраняет своё самостоятельное значение. Например, *тинчлик тарафдорлари* – *сторонники мира*, где *тинчлик* – *мир*, *тарафдорлари* – *сторонники*. Также в словосочетаниях *галаба кун* – *день победы*, *катта уй* – *большой дом*, *ширин қовун* – *сладкая дыня*. Но появление нового значения не является единственным основным законом отличия сложных слов от словосочетаний. Так, устойчивые словосочетания тоже обозначают единое значение, хотя они составлены из нескольких слов. Например: *молия вазирлиги* – *министерство финансов*, *ўпкасини қултиқламоқ* – *очень смешишь*, *тили узун* – *языкастый*.

Если основываться на едином значении, то фразеологические единицы тоже должны включаться в число

сложных слов. Но в устойчивых словосочетаниях сохраняется внутренняя синтаксическая связь, как и в свободных словосочетаниях, хотя они выполняют единую синтаксическую функцию в предложении. Например: *тўйдан олдин ногора чалмоқ*.

Сохранение синтаксической связи между словами словосочетания доказывает то, что оно состоит из слов, а не из основ, т.к. между частями сложного слова, т.е. между основами нет никакого синтаксического отношения. Таким образом, в словосочетаниях (в свободных и устойчивых) каждое слово имеет цельнооформленность. А в сложных словах отсутствуют синтаксические связи между его компонентами, и это доказывает, что в составе сложного слова они не являются словами. Например: *Белбоғига тешасини қистириб олган*.

боғбон. В этом примере сложное слово *белбоғига* состоит из 2 основ. Внешне кажется, что его компоненты *бел* и *боғ* – слова. Но они не являются словами, т.к. в речи каждое слово имеет определённую форму. Но эти компоненты слова *бел* и *боғ* не имеют отдельной формы, не обозначают отдельной грамматической категории (например, числа, падежа или рода). Значит, они – элементы сложного слова *белбоғига*, который в данном предложении имеет окончание принадлежности (и) и окончание дательного падежа (га). Сложное слово имеет целостность формы и значения. В свободных словосочетаниях нет целостности значения и формы. В них

каждое слово имеет своё значение и форму. По этой причине сложные слова отличаются от свободных словосочетаний.

Устойчивые словосочетания схожи со сложными словами, обозначающими единое целое значение. Но они отличаются от сложных слов своим составом, который состоит из отдельных слов.

Некоторые языковеды считают, что между компонентами сложного слова имеется синтаксическое соотношение. Но мы не можем присоединиться к этому мнению, т.к. сложное слово состоит из основ. А внутри одного слова не бывает синтаксической связи. Синтаксическое отношение бывает всегда между словами.

Таким образом, мы можем сделать следующие выводы:

Сложное слово отличается от словосочетаний – свободных и устойчи-

вых – своим составом, т.е. сложное слово состоит из основ и не имеет синтаксических отношений между компонентами.

Целостностью своего значения сложные слова совпадают с устойчивыми словосочетаниями, но между компонентами словосочетаний существует синтаксическая связь.

Мы определяем таким образом сложное слово, как лексико-грамматическое единство, состоящее из более одной основы, и не имеющее никакой синтаксической связи между компонентами, имеющими единое ударение и используемое в речи как одно слово.

Простое слово – это семантически цельнооформленное лексико-грамматическое единство, состоящее из одной основы, и которое постоянно повторяется и употребляется в таком готовом виде в процессе речевого акта.

ESTABLISHING THE PERSONAL FEATURES OF PUPILS AT PRIMARY SCHOOL

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Annotation

In formation of personal qualities of primary school pupils school and upbringing are important. It is said that From primary school children should bring up to cultivate a sense of patriotism, environmental protection, distinguish between goodness and evil, friendship, companionship, and hard-working.

Аннотация

В формирование личностных качеств учеников начальных классов имеет значение школа и воспитания Идет речь о том, что детей с начальных классов нужно воспитывать чувству патриотизма, защите окружающей среды, отличать добро и зло, дружбе, товариществе и трудолюбию.

Key words

Primary school pupils, personal qualities, psychological basis.

Ключевые слова

Ученики начальных классов, личностные качества, психологическая основа

The content and tasks of establishing the personal features of pupils at primary school are closely connected with directions of education and upbringing. One of the personal features of pupils of primary schools is considered to be the establishing of the intellectual culture of young pupils beginning from early ages as our ancestors bequeathed. In the cause of forming and developing children's intellectual feature we should carry out the following duties and tasks:

To bring up children's interest to all school subjects, their skills to expediently use their knowledge in the lifeaffairs:

To bring up pupils abilities to understand the true nature and life.

Beginning from the first year at school children must be taught that they would be able to use their knowledges in their life-way.

For this purpose the teacher should motivate their interest for learning, their active participation in the process of learning. The teacher should organize all class-and extracurricular activities timely and have an immediate control over children and assess the knowledge of pupils in proper way. Pupils of primary classes must be taught to differ good from evil, they must be brought up in the spirit of friendship and internationalism and of course they also must be industrious. Such peculiar characteristic features as follows must be taken into consideration in establishing the individual personality of pupils of unior classes:

To bring up the feeling of Motherland and love for their native country, friendship with all the children of neighbouring and far-away countries throughout the world, to stand for peaceful coexistence with their contemporar-

ies all over the world, the wish of eagerness for participating in International and Republican, local Friendship Festival and other activities.

To be ready to oppose evil, to nigilate indifference

To wear seasonally and to behave decently, to speak properly in public places, to welcome visitors;

To respect adults, to value close friendly relations;

To distinguish mental and physical labour, to understand the importance of healthy and beneficial labour, to use theoretical knowledge in practice, to feel responsibility in everything;

To keep workplace clean, to properly treat to tools and to work friendly, to learn professions, including national arts as goldsmith, ornamental styles, etc.

Establishing the, ecological and economic intellectuality of unior pupils, protect the native nature, to properly use natural resources, etc which help the young children in being economical in keeping their own possessions.

It is very important to develop in pupils the first new notions of protecting the native nature and to explain that human labour is closely connected with the nature itself. Observing the nature attentively primary school pupils learn much more because the nature itself itself is a great teacher. So, it's a great duty for primary school teacher to awake in pupils the feeling of love for the environment i, e, for native nature. This duty demands a complete professional maturity from teachers.

On basis of these factors N.K. Krupskaya points out that the cause of organization of children's life and labour is correlated with the

development of the whole mankind's existence and with their active participation in the labour on the behalf of well-being of human society. As N.K. Krupskaya wrote " Every teacher must realize that he/she shouldn't speak to children nonsense, they must believe to what they are doing indeed". Teachers of primary schools would have successes when they really reveal the true content of establishing the personal features of pupils at primary schools from the aethetic and physiological points of view, and develop their behaviours according to requirement of modern period.

The material of this article can be used as the sensible tool of the teaching, it may be used individually or collectively (in groups) as an advanced basis for bringing up the younger generation in parties and conferences on the above problem.

In all these activities the method of convincing plays an important role which may always be coronated by great effective results in the upbringing and educating primary school pupils.

The following table shows the basis pedagogical and psychological points of the development of personal features of primary school pupils:

In the development of personal features of union pupils. The role of family is very important in the development of personal features of pupils of primary schools.

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ANNOTATION. In this scientifically-methodical work the problem of modernization of the teaching process of the subject in the national spirit for the formation of the subject of labor education in general secondary schools is considered.

KEY WORDS. Education, mental, modernization, nationality

Introduction. The general secondary schools should have non-pedagogical technologies and national based textbooks and manuals for 5-9 classes to form a national-based mentality. Today, these textbooks and manuals, which are based on national-style learning, are aimed at raising the practical level of all types of lessons. The absence of such textbooks and manuals creates a great challenge for the general secondary school pupil and teacher to increase the level of education. For this purpose, first of all, the general education schools should have the opportunity to create textbooks and study guides, which can be used by the state educational standards for labor education, which can provide methodological recommendations and recommendations for organizing lessons in a modern manner in a modern way. Because any textbooks and manuals should be based on the curriculum developed by the SES. It can be seen, however, that although there are deficiencies in the creation of textbooks and manuals, avoidance of SES and curricula is inadmissible. So, is it now possible for full secondary schools to respond to the creation of textbooks and

manuals that can be used to make learning-based DTAs and curriculum-based instructional curriculums in a non-conventional way, with methodological guidelines and guidelines for organizing national education? problems such as the existing SES and curricula in secondary vocational schools, vocational colleges, post-vocational colleges, vocational colleges, labor higher education institutions, and even those who are trained in vocational training and retraining institutions we will try to find solutions through a methodological analysis, taking into account the right reasoning and selection.

Main part. Unfortunately, the SES adopted in the curricula, the training curricula did not pay sufficient attention to the criteria of this methodological effectiveness and, as a result, still have some issues of concern. It is a bridge between community-based economic activities that involve science education and technology, or production or service, in labor education or technology at high schools. This science is taught in the younger generation as one of the practical subjects in the natural sciences group, with the aim of forming and working on a professional

career. This means that practical (practical physics, applied biology, practical chemistry, etc.) is a part of labor education or technology science, which aims to apply the natural sciences to practice.

For the purpose of achieving the goal of working science or technology in general secondary education, the service "Technology", including technology and design, including technology of woodworking and metal processing for students of classes 5-9, technology of textile processing and cooking, and "Fundamentals of Agriculture", it is necessary to teach the fundamentals of soil, wood, metal, textile materials and agricultural foodstuffs. Particularly, these products and materials need to be trained in ready-made packaging technologies, including handling equipment, appliances, machine tools, machinery, foodstuffs and materials used in the process of handling them. From 1960 to present, it has been based on the scientific and methodological analysis of current DLs, curricula, textbooks, manuals, curricula, and experience in teaching labor or technology in secondary schools, and the fact that our future young people are in full harmony with time, Organize a dialogue with students on the basis of the specific criteria that the course content should be taught in terms of content, taking into account their abilities, interests and aspirations monetary and eradication. For this purpose, the equipment (devices, devices and equipment used) for the processing of food products (agricultural products) and materials (soils, fabrics, metal, wooden materials), equipment, mechanisms, ma-

chines, machines (task, structure, work, etc.), technological methods of preparation of finished products for them (crop production, clothing production, cooking, the preparation of consumables and utilization requiring a variety of material and educational needs, etc.) should be brought into the appropriate didactic system, based on the skills of student exchange. Similarly, 8-9 classes of agricultural production, woodworking based woodworking industry, all metal based industrial production, light industry based light industry and food processing based on agricultural foodstuffs it is necessary to introduce the course materials in the production process of industry in a specific methodological didactic system.

It can be seen that the resources taught in the educational process for the 5-9th graders are mainly divided into two groups, bases of technology in 5-7 classes, and folk craftsmanship and occupation and production bases in classes 8-9. In addition, 5 to 7th grade students are expected to teach five types of technology, namely, the technology of producing ready-made products using foodstuffs, agricultural land, timber, metal and fabricated materials, and the life-cycle technologies craftsmanship. The 8-9 grade pupils also have the following materials, based on the five different technologies: metalworking, woodworking, light and food industries, agricultural production processes and occupational groups, as well as wood, metal, craftsmanship technologies, national cooking technologies, unique crop cultivation and rare animal care technologies.

In the SES and curricula of all existing trends in the curriculum, the lesson sources for teaching the basics of cooking are actually realistic. The 5th grade includes: vegetable fruits, tea, coffee, drinks and foodstuffs, dairy and groats products of 6th grade, and meals for 7th grade meals and meals, including cooking in these classes. The sources of the lessons learned for the oils used are given in their own place. It is important to consider which classes to use in the seven types of lubricants that are used in cooking. We believe that some of these sources (vegetable oils) are suitable for 5-6 species, and the remainder (livestock) for the 7th grade. Because all types of foodstuffs are used for cooking oils. Also, in each of the 5-7 classes, a national Uzbek cuisine must be provided with resources for the preparation of national dishes suitable for agricultural food products.

Resources for cutting gas and metal and woodworking technologies can be listed in classes 5-7 in the following order. In the 5th grade, the three disciplines are divided into the general information division: metal, wood and fabric use, sources of their structure and disposal, the equipment division, measuring and control of manual handling, and manual processing equipment, technology of production. The training material is equipped with the educational material base (educational cabinets and workshops, visual aids, tools and tools, relevant posters, etc.) to the simple technologies of creating products using manual equipment for measuring and controlling these materials (these are simple operations in the process, such as

zagotovka selection, technology for measuring and controlling, correction, buckling, fishing, spinning, cutting, trimming, spinning, ragging, drilling, snapping, sewing, preparation of technological map of materials and their parts preparation, etc.) rmandchilik fields of history, and goods made of these resources should be given. It is desirable for students to submit their course materials for independent work and practice only on the basis of the above sources. In our opinion, this class may be used only for the car and the history of the machine and the machine itself. For the purpose of the technology of gas processing, the 5th grade should provide resources for handmade sewing machines.

In the 6th grade, the three disciplines are divided into the general information division of sources, properties and properties of metal and wood and fabrics, equipment for manipulative and control and manual processing equipment, machinery, mechanisms, Equipment for the production of footwear (construction and work), sources of training materials, technology of production of products for measuring materials for the beginning of the academic year. Sources of complex technologies of production creation with the use of control equipment and slave machining equipment (complex operations in these processes, ie control operations technology, radaring, drilling, pretreatment, tearing, preparation of technological map of materials and their parts preparation, etc.), sources of handicrafts and handicraft schools in the field of folk crafts, materials in sewing ma-

chines and latrines in the next quarter and should be provided with resources for product creation technologies. It is desirable for students to submit their course materials for independent work and practice only on the basis of the above sources.

CONCLUSION. Therefore, the criterion of dialogue should always be on the focus of attention at schools, colleges, institutes of higher education and in-service training, and all educational work must be around them. In particular, the criterion of this communication should be in the focus of the SES. Only then will the fact be closest to reality, including textbooks and manuals, curricula that are es-

sential to improving the level of education, and training curricula for higher education teachers.

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IMPACT OF EXTENSIVE READING TO DEVELOP SPEAKING SKILLS

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***Abstract.** This article focuses on how vocabulary wealth relate to spoken words and finally how reading contributes to speech. The importance of vocabulary, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore providing improvement in word knowledge through wide reading has the potential for providing improvement in speaking skills.*

Key words: extensive reading, vocabulary, speaking skills, communicative skills, target language

English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool furthering their studies. In the process of teaching and learning the four language skills (listening, speaking, reading and writing) are performed.

Most of the learners possess inability in communicating appropriately and correctly. In foreign language teaching and learning ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill.

There are several effective ways of developing speaking skills. According to many teaching theorists speaking skill can be developed, though communicative activities which include an information gap filling, jigsaw puzzle games, problem solving and role-play activities. Another effective way of improving communicative skills in target language is reading skill.

There is increasingly high relationship

between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. One important notion of developing reading and speaking skills is to use the language for learning as well as communication. Reading can play a big part in improving our speaking. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Learners through reading develop in both fluency and accuracy of expression in their speaking.

In this article we tried to connect reading with one of the fundamental language skills: speaking. Learners write, read, listen to stories and then they may have ability to tell the stories. It seems clear that the more stories we read, the more discussion ideas, opinions and vocabulary we will have.

Although at times the four main language skills (speaking, writing, reading and listening) are worked on separately. They are widely accepted as being interdependent progress in one helping progress in other three.

To release reactions like “I do not have any ideas”, “I do not know what to say”, and “This speaking task is too hard” in your life, reading helps. This problems happens for many reasons like lack of vocabulary, lack of grammar confidence, lack of self-confidence, lack of ideas, lack of factual resources, insecurity because of pronunciation. There are also a lot of students who are confident speakers but the moment teachers start talking about diverse topics they seem to feel blocked and unable to talk with ease. If they have never been exposed to texts on that topic or they have not had the chance to discuss them, they consequently will not have much to say about them.

Course books can only provide only one solution. However, in the language classroom we usually focus on task-based reading rather than discourse-based reading sessions. Course book texts often focus on reading strategies for scanning, skimming, T/F, multiple choice, and there is hardly any time in a 45-minute session to have longer discussions.

A comprehensive and motivating approach is using extensive reading to develop speaking skills.

Learners may find graded readers in various topics, various genres, and all stories have a special subject-focus. They will serve as great discussion materials and the language they provide will be at hand for your students to recycle and use in oral communication.

Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expression in their speaking. Davies and Pearse (2000) stresses the importance of communication as: “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.”¹

Speaking is being capable of speech, expressing or exchanging thoughts through using language. “Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p.48).” (Harmer, 2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. Bygate (1991, p.3), also emphasizes knowledge of the language, and skill in using this knowledge for an effective communication. Language knowledge and skill in using it, are considered two fundamental elements of an effective communication.

Among the elements necessary for spoken production, There are some elements needed for speaking in the following (Harmer, 2001, p.269).

1 Davies, P., Pearse, E. (2002). *Success in English Teaching*. Shanghai: Shanghai Foreign Language Education Press

Connected Speech: learners not only should produce the sentences accurately but also the speech of them must be fluent enough. In connected speech sounds are modified, omitted, added or weakened.²

Expressive Devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

Lexis and Grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

Negotiation and language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

This study highlights vocabulary and grammar knowledge among these elements. Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills.

Vocabulary and grammar knowledge will enable learners to understand so reading will increase learners' understanding capability which they need for a better communication.

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill (1979, p.4) briefly defines reading as what the reader does to get the meaning he needs from contextual resources. Reading is a fluent

process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p.68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe, Stoller, 2001, p.187). Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989, p.131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

In a reading process six component skills, automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/word background knowledge, synthesis and evaluation skills/strategies, and metacognitive knowledge and skills monitoring have been suggested. Among these knowledge fields vocabulary and structural knowledge which are acquired through reading, influence learner's speaking achievement. (Grabe, 1991, p.379). Anne Lazaraton (2001, p.104) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation ...); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic compe-

2 www.ccsenet.org/ijel International Journal of English Linguistics Vol. 2, No. 6; 2012/ page 92

tence (compensatory strategies to use in difficult strategies).

For spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence (Peacock, 1997). "A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality" (Lee, 1995). It is real language created by native speakers of the target language in pursuit of communicative outcomes (Little, Devitt, & Singleton, 1989).

Conclusion

Integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem with understanding a text, and, most importantly, it is the chance to acquire the information they have read into authentic speaking practice that improves their fluency. Communication without vocabulary is nothing. One of the most useful ways to improve students' communication skills is extensive reading. Extensive reading helps learners to develop your ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence flu-

ency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

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ИСПОЛЬЗОВАНИЕ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА В МЛАДШИХ КЛАССАХ

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***Аннотация.** В данной статье речь идет об использовании и внедрении современных технологий, мультимедийного оборудования которые обогащают содержание образовательного процесса, повышает мотивацию к изучению английского языка и помогают в сотрудничестве между учителем и учащимися.*

Ключевые слова: Практика, использование, современные технологии, мультимедийное оборудование, программные средства, мультимедийные диски, презентации, видео-, аудио- ролики, ресурсы сети Интернет

***Annotation.** This article deals with the use and introduction of modern technologies, multimedia equipment that enrich the content of the educational process, increases motivation to learn English and help in cooperation between teacher and students.*

Keywords: Practice, use, modern technologies, multimedia equipment, software, multimedia discs, presentations, video, audio clips, Internet resources

Как известно, любой язык представлен фонетическим, лексическим и лексическим материалом, а изучение языка заключается непосредственно в освоении данного материала путем овладения основными видами речевой деятельности. И хотя обучение школьников фонетическому, лексическому и лексическому аспекту иностранного языка осуществляется в тесной взаимосвязи, исходя из физических, психологических и интеллектуальных особенностей детей, можно утверждать, что процесс обучения английскому языку является для них основополагающим.

Современное коммуникативно-ориентированное обучение готовит учащихся к использованию иностран-

ного языка в реальной жизни. Использование мультимедийных интерактивных технологий при коммуникативном обучении иностранному языку значительно повышает качество подачи материала урока и эффективность усвоения этого материала учащимися. Как показывает практика, использование и внедрение современных технологий, мультимедийного оборудования обогащает содержание образовательного процесса, повышает мотивацию к изучению английского языка со стороны ребят и наблюдается тесное сотрудничество между учителем и учащимися. Мультимедийные технологии подразумевают использование таких аудиовизуальных и интерактивных средств обучения как:

1) программные средства (мультимедийные диски, презентации, видео-, аудио- ролики, ресурсы сети Интернет);

2) оборудование (ПК, аудио-, видео – аппаратура, мультимедийный проектор, интерактивная доска).

Интерактивное обучение на основе мультимедийных программ позволяет более полно реализовать целый комплекс методических, дидактических, педагогических и психологических принципов, делает процесс обучения более интересным и творческим. Возможности учитывать уровни языковой подготовки учащихся являются основой для реализации принципов индивидуализации и дифференцированного подхода в обучении. При этом соблюдается принцип доступности и учитывается индивидуальный темп работы каждого ученика.

Использование мультимедийных средств обучения – закономерный этап развития педагогических технологий. В настоящее время имеется множество мультимедийных средств обучения. Они рассчитаны на обучение речевым деятельностью: чтению, письму, аудированию, говорению; объяснению и повторению различного грамматического материала с соответствующими заданиями и упражнениями, как для самостоятельного обучения, так и работе в группе.

Использование мультимедийных презентаций на уроках по развитию коммуникативных навыков имеет ряд преимуществ. Одним из главных преимуществ является возможность пред-

ставлять учащимся после выполнения заданий правильные ответы в письменном виде. Можно предложить учащимся записать некоторые факты, фразы, предложения, опираясь на наглядность, что многим учащимся облегчает процесс правильного написания. И в дальнейшем эти записи использовать для дискуссий и монологических высказываний по теме, а также при выполнении домашнего задания.

Другой положительный результат использования презентаций – это более быстрый темп урока, заинтересованность учащихся. Учитель может использовать разработки, созданные самостоятельно, например, презентации в программе PowerPoint. Эта программа удобна и при выполнении творческих проектных работ учащимися с последующей демонстрацией на аудиторию. Преимущества проектной работы известны уже давно и используются в методике преподавания различных школьных предметов, в том числе и иностранного языка.

Традиционно изучение темы или раздела заканчивается повторением, закреплением и обобщением. Все эти элементы можно объединить, предложив учащимся на завершающем каждую тему этапе, создать мультимедийный проект. Создавая презентацию, ученикам предоставляется великолепная возможность систематизации приобретенных знаний и навыков, их практического применения, а также возможность реализации интеллектуального потенциала и способностей. Очень важно учащимся почувствовать

интерес к самостоятельной творческой работе, ощутить значимость результатов своей работы, т.к. презентация – это готовый методический материал для урока, а также ощутить собственную успешность.

Разрабатывая уроки, учителя часто сталкиваются с проблемой отсутствия раздаточного материала с заданиями. Эту проблему можно решить с помощью мультимедийных презентаций. Содержание презентаций может быть различным: видеоряд-подсказка, дополнительная информация, текстовые задания, диаграммы, таблицы.

Таким образом, использование информационно-коммуникационных технологий делает обучение увлека-

тельным, позволяет более интересно и наглядно представлять учебный материал, а также мотивировать учащихся на самостоятельное изучение данного материала.

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NATIONAL TRADITIONS AND VALUES IN THE MORAL EDUCATION OF CHILDREN ARE IMPORTANT NECESSITY (ON THE EXAMPLE OF UZBEK FAMILIES)

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Keywords: upbringing, upbringing of a son, upbringing of a child, spiritual and moral education, preparation for Family Life, national tradition, tradition, value, strong sex.

Ethnopedagogic and ethnopsychological phenomena and traditions inherent in each nation, in turn, occupy an important place in solving socio-economic problems. The history of the Uzbek people's lifestyle in the Central Asian region suggests that the issue of family stability and its prosperity in all respects is at a high level. In the Uzbek education, as well as in the preparation of young people for Family Life, national traditions, the idea and ideology of national independence play an important role in the integration of the youth into the consciousness, the restoration of the Great State of the future, the proper direction and promotion of the necessary spiritual and moral education in this regard.

National traditions, customs and rituals are one of the important sources of folk pedagogy. Because many of the pedagogical data in them are also expressed in the experience in the field of Education. Accordingly, it is very important to study their educational importance and use them in the process of reading. This is also the practical significance of our scientific and pedagogical research. It can be said that this problem was studied by a number of scientists and its peculiarities in the upbringing of the family were determined.

National traditions have their own socio-psychological character. Those same characteristics indicate that their pedagogical educational opportunities are great. In Social Psychology, tradition is interpreted as a historically formed form of activity and behavior that passes from ancestors to generations, has its own habits, rules, values and imagination. Traditions have a national character, they change and are renewed together with changes in the life of the nation. Traditions are an important factor that regulates the way of life, culture, spirituality of people. Therefore, they form the basis of upbringing. In ethnopsychology, tradition is defined as a social factor that links people to each other and is defined as an indicator of the existence of a nation.

Indeed, while the tradition expresses the individuality of each nation and the traditions arising from its social and natural environment, lifestyle, living conditions characterize the attitude of this nation to its society and people, it also acquires a universal meaning because in its time ideas inherent in all nations such as Labour, patriotism, humanism are put forward.

In this sense, the son should also take the leading place in the preparation of chil-

dren for the construction of an independent family. Because in the minds of such students it is necessary to love the national traditions inherent in their people and not to forget that the feeling of admiration from them does not go to the level of national caliphate, but that the traditions of any nation are dear to them. It should be noted that in folk traditions, not only universal, universal values are put forward, but also in the spirit of the mother, great importance is attached to the preparation of the son in the family for the construction of a family. There are some traditions of education and upbringing of each people, they serve the development of pedagogical thought, express the imagination and views of the reader about his upbringing. It is therefore of great importance that secondary special educational institutions are integrated on the basis of national values that the son is their future father, brother in the preparation of children for family life. In addition, traditions and traditions evoke a variety of senses and moods in a person, also affect the perception of a person's self-and social duty, the formation as a person. Helps to determine his way of life, life activity. Among the traditions of family and life of the Uzbek people, a lot of educational significance, especially the tradition of humanism, is manifested in the Uzbek way by discovering a distinctive feature of Sharka. This can be seen in many ceremonies of the Uzbek people, in wedding hashams, in everyday life.

Accordingly, life experience has proved that traditions belonging to Uzbek families and their influence in the spiritual and moral education of children are

incredibly great. This can be learned while doing the following.

1. Religious and modern holiday traditions.
2. Traditions of everyday life.
3. Traditions of household and cultural life of the family.

The four. In the family, the use of national customs and traditions will help the teenager to properly understand what is necessary for him to adapt to the conditions of the family, the rules of the law of decency and what should be done at every moment of his daily life, how to manage himself, what should be beneficial if every movement is different. Because according to folk traditions, the culture of mutual treatment of family members, spiritual and moral behavior, Fe'l-temperament, human qualities are included in the processes of upbringing on the basis of milliyur-f-habits and traditions. In particular, the son plays an important role in the upbringing of moral mental qualities inherent in children. National traditions and traditions are important sources of Education. Because by integrating traditions into the minds of young people, along with the formation of moral and moral qualities in them, they are strengthened by deep understanding of our national values, respectability and, most importantly, by the skills to scale from these values in their daily lives and activities. Especially in young people, buds of national culture are formed. The most important thing is to teach the moral standards of the Uzbek people, to master the rules of the order of living among the people.

There are some traditions, traditions and rituals, rituals and rituals of the Uzbek people, which can have a great impact on the upbringing of the eaters, especially young people, means to immerse them in the consciousness we are raising today in the Daily way of life, to restore our national value again. Instead of our national traditions in the system of the former Union of the Seventies, artificially integrated into the consciousness of the people's culture specific traditions. And this in itself affected human perfection.

As a result, in many families, the integration of their national traditions and traditions in the upbringing of a son, the inclusion of such qualities and qualities as courage, courage, dignity of a man, pride and one-word in the upbringing of a son began to be forgotten. The values of national and educational means recommended in Uzbek folk pedagogy were humiliated by such concepts as "cultism in eskilik", religious superstition, "back from life".

They began to introduce views, tools and methods that contradict their way of life, family content, the process of upbringing, sharqana upbringing. As a result, in the upbringing of a son in some families, the characteristics inherent in the real man in the upbringing of a child have changed little, though. For example, subtle natural changes in the whole body, psyche, feelings, Fe'l-ATVs, gait, attitude-relationships of a man. Also, from ancient times, parents who were revered were placed in nursing homes. As a result of the lack of appreciation of national values, kindness among people began to rise. In

order not to repeat the mistakes that we have made today and tomorrow, it is necessary and necessary that we study the Uzbek national traditions, customs and rituals of the Uzbek people in a broader and deeper way in order to turn them into everyday life in families, to break into the minds of the future generation the importance of national values

In general, when preparing students for family life in the family, we need to understand what traditions, for what purpose they serve. In short, the Uzbek people are rich in traditions, their lifestyle, national characteristics, social psychology come from the way of thinking, which determines the spirituality of this people.

We can conclude our thoughts above as follows.

One of them. National traditions are one of the sources of folk pedagogy and serve as an important factor in the preparation of son children for family life in the family.

Two. National traditions have characterized the wisdom of the people by factors, passing from generation to generation as family values.

The three. National traditions are a historical phenomenon.

Accordingly, they are a versatile and complex process. They are manifested as historical necessity, but they are not perceived blindly by the new generation. Perhaps, according to the principle of succession is historically chosen. Therefore, traditions change and develop on the basis of modern Talabi. It is very effective to take this into account in the process of upbringing.

MILITARY TERMINOLOGY AND LANGUAGE STRUCTURE

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Annotation: *This article is devoted to the ways of implementing vocabulary activities and principles for developing vocabulary abilities and a huge sense of responsibility of military translator. In the given article is dedicated to study of the particularities of the translation military term and abbreviations. The Studies in the field of military translation – important and actual problem, directed on achievement of adequacy of the translation, promoting decision of the many applied problems and speedup of the exchange by information in the field of military technology.*

Key words: military terminology, language structure, methods of warfare mapping, types of armament, communicative approach, understandable and multicultural, specific discipline, military translator, air Picket, airborne system, detecting, reporting, tracking, enemy aerial, movements, operation

Аннотация: *Данная статья посвящена способам реализации словарной деятельности и принципам развития словарных способностей и огромного чувства ответственности военного переводчика. В данной статье посвящено изучению особенностей перевода военного термина и сокращений. Исследования в области военного перевода – важная и актуальная проблема, направленная на достижение адекватности перевода, способствующая решению многих прикладных проблем и ускорению обмена информацией в области военной техники.*

Ключевые слова: военная терминология, языковая структура, методы картирования военных действий, типы вооружений, коммуникативный подход, понятный и многокультурный язык, специальная дисциплина, военный переводчик, бортовая система, обнаружение, отчетность, отслеживание, движения, операция

Military language has developed through centuries. Even nowadays military terminology and language structure is growing day by day. A military translator has to keep up with the pace of changes. The content of terminology of modern military and defense technology is not permanent. It is constantly changing. Various terms evolve due to the rearrangement of military force, appearance of new types of armament and military technique, new methods of warfare.

Military translation is a very specific discipline. It sometimes requires a detailed knowledge of military science, hierarchical structures in the army. At times a translator has to deal with an audience composed of people of diverse military, educational and cultural background. Therefore, he has to take it into consideration and be understandable and multicultural. Moreover, a Military translator should have a huge sense of responsibility. Sometimes an erroneous translation of one word can lead

to a lack of understanding, even a fatal misunderstanding. Wrong translation of military technical manuals can lead to weapon misuse. Therefore, a military translator should be careful and proficient, and he has often to be specialized in technical and even legal issues.

Through knowledge of military terminology is a must for a military translator. All military texts abound in specific military and technical terms, abbreviations and idioms. Military language uses unique items and concepts that civilians aren't exposed to. Because of this and the need for expedient, clear communication, service members are immersed in a linguistic world apart from the daily life of a civilian. Some are self-explanatory and others are completely cryptic, but they each have a specific and important meaning.

Here are some new terms and jargon:

Air Picket – Any airborne system tasked with detecting, reporting, and tracking enemy aerial movements within a certain area of operation.

Alpha Charlie – Military alphabet used to represent ass chewing.

Ate-Up – Describes a service member who follows regulations so closely that they disregard the context of the situation. Conversely, may describe a service member who doesn't understand military language.

Bird – Slang for helicopter.

Bang-bang – An Army term describing a pistol or rifle.

Big Voice – Term used to describe the loudspeaker on a military base. The big voice warns of everything from incoming attacks to scheduled ordnance disposal.

The classroom will also often dictate the need for certain vocabulary without which the SS may fail to understand their teacher, classmates or the activity they are engaged in. One of these areas is grammatical terminology. Many teachers do not wish to burden their SS with too many grammatical labels, but it is also true that understanding such items can be very helpful.

On the one hand, the explanations given can be shorter and, on the other hand, the student can make a more profitable use of dictionaries and grammar books. It is the teacher who, taking into account factors such as age, course duration, etc., must weigh up the possible benefits or harm of using such terminology. The same would apply to phonological terminology.

Another area of classroom language has to do with the items which often appear in language activity instructions. Although constant exposure alone usually guarantees that these items will eventually be assimilated, it is possible to speed up the process by designing classroom activities containing many of these items and so avoid confusion or misunderstanding. (Gaims and Redman 1989: 57)

The importance of vocabulary in four evidences is emphasized. All exams, tests are based on mostly vocabulary, future workers will be considered the best if they have a large vocabulary, vocabulary is the source for trading and so on. Building and activating learners' background knowledge, motivating them are some of the main goals in teaching vocabulary skills.

If students develop their vocabulary skills, if they read with a clear purpose in mind and learn to apply various strategies, like guessing from the context, using context clues, using keyword technique and using dictionaries and so on, they will engage in reading with greater understanding and effectiveness will learn to solve problems, be creative and will become independent learners.

From the observations, I noticed that those groups of cadets who practiced grammar activity with games felt more motivated and interested in what they were doing. However the time they spent working on the words was usually slightly longer than when other techniques were used with different groups. This may suggest that more time devoted to activities leads to better results.

The marks cadets received suggested that the fun and relaxed atmosphere accompanying the activities facilitated their learning. But this is not the only possible explanation of such an outcome. The use of games during the lessons might have motivated cadets to work on the vocabulary items on their own, so the game might have only been a good stimulus for extra work.

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