O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS TA'LIM VAZIRLIGI

O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI

INGLIZ TILI 3-FAKULTETI

XORIJIY TILLARNI O'QITISHDA TALABALARNING MUSTAQIL ISHLASH MALAKALARINI RIVOJLANTIRISH MASALALARI

Respublika ilmiy-amaliy anjuman materiallari to'plami

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ЭЛЕКТРОН ЛУҒАТЛАР ВА УЛАРНИНГ БУГУНГИ КУНДАГИ ЎРНИ

Расулов К.
ЎзДЖТУ

Ҳозирги даврда ахборот технологияларининг таъсир кўлами ва доирасн тобора кенгайиб бормокда. Глобаллашув даврда жахондаги кўпгина босма нашрларнинг адади камайиб, уларнинг онлайн версияси кўпроқ ўқилмокда. Дунёнинг барча кутубхоналарида сакланаётган босма манбаларнинг аксариятн электронлаштириб бўлинди. Ўзбек тилида нашр этилган энцнклопедия ва луғатларнинг электрон вариантинн тайёрлаш замон талаби бўлиб колдн, Таржнмонлар учун учун энг мухими сўз бойлнги бўлиб, луғатларнинг аҳамияти жуда катта ҳисобланиди , бирок улар хамма вакт ҳам қўл остида бўлавермайдн. Луғатлар ҳозирги кунда икки хил кўрнишда чоп этилмокда:

1. Анъанавий босма китоб шаклида.
2. Электрон шаклда.

Анъанавий босма китоб кўринишдаги лугатларнинг бугунга келиб бир қанча камчиликлари кўзга ташланиб қолди:

1. Ҳажми катталиги.
2. Ҳар доим ҳам қўл остингда бўлмаслиги.
3. Кўп қоғоз кетиши.
4. Керакли сўз ёки иборанинг қидирилишига бир неча дақика керак бўлади.
5. Луғатлар узоғи билан 2 ёки йўналишда бўлади.

Электрон луғатлар эса бунинг акси:

1. Компьютерда (мобил телефонда) жуда кам жой эгаллайди.
2. Ҳар доим компьютер (ноутбук ёки мобил телефонингизда).
3. Қоғоз тежалади.
4. Керакли сўз ёки ибора қидирилишига бир неча сония керак бўлади.
5. Сўзларнинг таржимаси 6 ва ундан ҳам кўп йўналишларда бўлиши мумкин.
6. Электрон луғатлардаги таржималар,изоҳлар нафақат сўзлар ёрдамида берилган, балки овоз ва мультимедиа файллари билан бойитилган бўлиши мумкин.

Ҳозирги вактда, ҳукуматимиз томонидан электрон луғатларнн яратишга катта эътибор берилмокда. Бу электрон луғат яратишнинг энг тез ва яхши йўли.

«e-Lug'at» электрон луғати

«e-Lug'at» электрон луғати ўзбек, рус ва инглиз тилларида ишлайдн. Сўзларнинг таржимаси 6 та, жумладан ўзбек-инглиз, инглиз-ўзбек, ўзбек-рус, рус-ўзбек, инглиз-рус, рус-инглиз йўналишида амалга оширилади. Электрон луғат базаси 145 минг сўздан иборат. Барча сўзларнинг таржимасига мисоллар келтнрилган.

Операцион тизимлар инглизча-русча-ўзбекча изоҳли луғати

UNICON.UZ давлат уннтар корхонасннн`нг атамашунослик ва луғатлар хизмати жамоаси томонидан ихтнсослаштирилган терминологик луғатларнинг электрон тўпламн яратилди. Тўпламга «Мобиль алоқа тизими», «Ахборот хавфсизлиги», «Алока лнниялари ва узатиш тизимлари», «Телекоммуникацияларга оид атамалар кискартмалари», «Дастурлаш», «Маълумот узатнш тармоклари», «Радиочастота спектри, радиоэлектрон воситалар ва электромагинт мослашув» каби иомдаги луғатлар базаси киритилган.

Хусусан, ахборот технологияларининг операциои тизимларнга доир рус-инглиз-ўзбек тилларидаги атамалар нзоҳли луғати таркибидан турли сохаларга онд 2000 та атама ўрин олган бўлиб, у операцион тизнмлар ва мухитлар, фойдаланувчининг график интерфейси, тармоқлар ва интернетнинг техник воситалари ҳамда намунавий дастурий

таъминоти, маълумотлар базасини бошкариш субъекти. дастурлаш тиллари, мультимедиа-технологиялар каби бўлимларни камраб олган.

Ахборот хавфсизлигига оид атамаларнинг русча-ўзбекча изохли лугати.Лугат Атамашунослик ва лугатлар хизмати мутахассисларининг, шунингдек, Фан-техника ва маркетинг тадкикотлари Маркази бошка бир гурух мутахассисларнинг мехнати самарасидир.Лугат алифбо тартибида жойлаштирилган 1400 га якин атамани ўз ичига олади. Лугатда рус ва ўзбек тилларидаги атамалар ва таърифлар хамда шу атамаларнинг инглиз тилидаги мукобиллари келтирилган.

Мобил алока тизимларига оид атамаларнинг русча-ўзбекча изохли лугати.Лугат Атамашунослик ва лугатлар хизмати мутахассисларининг, шунингдек, Фан-техника ва маркетинг тадкикотлари Маркази бошка бир гурух мутахассисларининг мехнати самарасидир. Лугат алифбо тартибнда жойлаштирилган 1400 га якин атамани ўз ичига оладн. Лугатда рус ва ўзбек тилларидаги атамалар ва таърифлар хамда шу атамаларнинг инглиз тилидаги мукобиллари келтирилган.

Ўзбегим дастурлари "ИБОРА"

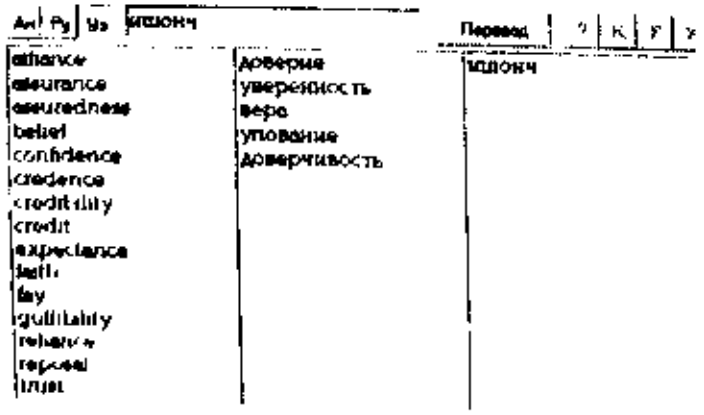
Ўзбегим дастурлари "ИБОРА"— уч тилли электрон лугат.

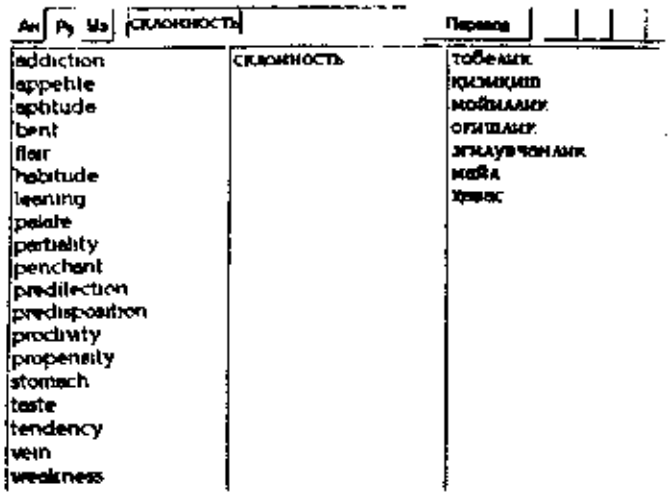
Лугат тартиби 120 000 атамани ўз ичига олади. Электрон лугат ўзбек, рус ва инглиз тиллари билан ишлайди. Сўзларнинг таржимаси 6 та, жумладан ўзбек-инглиз, инглиз-ўзбек, ўзбек-рус, рус-ўзбек, инглиз-рус, рус-нглиз йўналишида амалга оширилади.

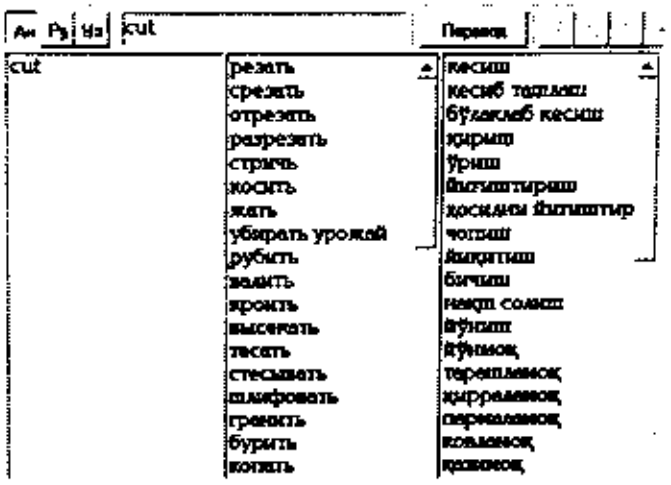
ЎЗБЕКЧА-РУСЧА-ИНГЛИЗЧА ЭЛЕКТРОН ЛУГАТ

Ўзбекча-Русча-Инглизча электрон лугат, яъни компьютер дастурини. Кулай ва самарали бўлган бу дастур учта тилдан бир вактнинг ўзида таржима килади. Лотин графикасида хам сўзларни ёзилишини кўрсатнб беради.

Ушбу дастур 50 мингдан зиёд кундалик хаётда ишлатиладнган сўзлардан иборат базага эга. Янги сўзларни кўшиш тизими хам йўлга кўйилган, фойдаланувчи сўзлар базасини ўзи хохлаганича тўлдириб бориши мумкнн.







Фойдаланган адабиётлар:

1. «e-Lug'at» электрон луғати
2. Операцион тизимлар инглизча-русча-ўзбекча изоҳли луғати
3. Ахборот хавфсизлнгига оид атамаларинг русча-ўзбекча изоҳли лугати
4. Мобил алока тизимларига оид атамаларнинг русча-ўзбекча изоҳли луғати

FOSTERING AUTONOMOUS LANGUAGE LEARNING STUDENTS

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The success of the process of teaching and learning largely depends on the participants – teachers and students – who have their own needs, roles, and responsibilities. It is teachers' responsibility to identify and address the needs of their students. That's why to turn students into autonomy learners in language learning has been becoming urgent today.

Defining autonomy can be demanding because of its broad and abstract nature. Benson describes it as "the ability to take charge of one's own learning". Autonomy is for the most part regarded as the capacity to control one's own learning. Researchers and scholars, however, add their own views to this general definition, or alter it as they argue. Nunan Mar. 2010 Promoting Autonomy in the Language Class 127 (2000) states, "Principally, autonomous learners are able to self-determine the overall direction of their learning, become actively involved in the management of the learning process, exercise freedom of choice in relation to learning resources and activities."

In a recent publication looking at the practicalities of developing autonomy in the classroom, Benson (2003) argues that *Autonomy is perhaps best described as a capacity ...*

because various kinds of abilities can be involved in control over learning. Researchers generally agree that the most important abilities are those that allow learners to plan their own learning activities, monitor their progress and evaluate their outcomes. (Benson, 2003: 290)

The starting point for enabling language learning autonomy is for the student to develop effective strategies for pursuing individual learning, while being willing and able to change and improve those strategies over time, as the language learning progresses. Writing learner diaries has traditionally been one of the ways used to help learners develop this kind of metacognitive knowledge. Leni Dam has written extensively about "logbooks" used for this purpose, both by students and teachers. Writing works well for this purpose, as it invites self-reflection, an important component of learning to learn. Today, online writing through class or personal blogs, can serve this purpose, with the added benefits of sharable diaries, potential for resource linking, and inclusion in an electronic portfolio. Another possible tool is an online editor such as Google Docs. Documents created are by default private but can be shared as well, allowing learning diaries, as appropriate, to be read by teachers or peers. Dam herself sees the future as elogs. E-portfolios can be an effective means to document both personal achievements and learning trajectories.

They serve a variety of purposes: personal, educational and vocational. The European Language Portfolio, as does the Lingua Folio on which it is based, includes a language biography, self-assessments based on the Common European Framework of Reference for Languages, and a collection of learner-created language samples. Portfolios of this kind, in addition to their more formal role, can perform a powerful pedagogical function, in encouraging both further language study and learner autonomy. They give the student concrete evidence of achievement and build confidence in one's ability, an important component in language learning success. As is the case for other mechanisms to encourage autonomous language learning, use of language portfolios works best if separated both from an educational setting and from a proprietary platform, so that the portfolios can be seen as personal documents (not a school assignment) and can be used long after schooling has been completed.

Obviously, autonomous learners are perceived to possess unique characteristics that make them independent, self-efficient, and willing to take the risk and responsibility of relying more on themselves than on others. Dickinson (1993) identifies five characteristics of independent learners:

1. *They understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices;*
2. *They are able to formulate their own learning objectives;*
3. *They are able ta select and make use of appropriate learning strategies;*
4. *They are able to monitor their use of these strategies;*
5. *They are able to self-assess, or monitor their own learning (Dickinson, 1993, pp. 330-31).*

Nunan (2000) contends that autonomy is not an all–or-nothing concept, that all learners could be trained to develop a degree of autonomy, but that this is gradual, piecemeal, and we often only see the benefit of such a thing towards the end of the learning process. He summarizes five levels of autonomy that integrate learn-to-learn tasks with learning content tasks as shown in Table 1, and introduces examples of these types of activities.

Table 1. Autonomy: Levels of Implementation (Nunan, 2000)

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical and content of the materials that they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles /strategies
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning programme	Learners modify/adapt tasks
4	Creation	Learners create their own goals and objectives	Learners create their own tasks
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond	Learners become teachers and researchers

A variety of new roles have been proposed for teachers to play in autonomous or independent learning. These roles include bystander, facilitator, guide, helper, counselor, and mentor. For example, an activity in which the instructor's role is to monitor the students' activities in pairs or small groups discreetly could be introduced to encourage learner autonomy. In such case, intervention is unnecessary unless learners need assistance. However, some teachers find these changes to be challenging and do not necessarily accept these new ideas easily. This is also a mistake that is commonly made in materials design for independent learning.

Designing suitable materials for the autonomous learner can be a challenge. Motteram (1997) wrote about the many years teachers spend developing materials for their classrooms and adapting their teaching styles to that environment. He wrote that when teachers switch to an independent learning environment, they might expect the immediate transferability of the previous skills to the new learner-centered environment. This never happens because the nature of independent learning materials is different. Consequently, teachers may feel threatened that they have lost the value of their hard earned skills. Motteram added that many learners will feel cheated if they find that the material they are presented with in a so-called independent learning environment is the same as that presented in a regular class.

Individuals are unique and their uniqueness should be emphasized because of their sociocultural background and the significance of allowing social reality to be a part of classroom teaching and learning. Social reality is not stable and because learners influence it, teachers cannot teach everything about a language. Learners influence the social context and the language in turn, or at least its use. For this reason, learners become more important members of a classroom. Therefore, classroom learning should take learners' backgrounds into account in order to provide a meaningful and stimulating learning environment.

To foster autonomy, Dörnyei (2001) specifies two crucial and practical classroom changes: increase learner involvement in organizing the learning process, and make a change

in the teacher's role. He also emphasizes that the key issue in increasing learner involvement is to share responsibility with learners in their learning process, recommending several ways to achieve this. Among these are to give learners *choices* about as many aspects of the learning process as possible, to give students positions of *genuine authority*, to encourage *student contributions* and *peer teaching*, to encourage *project work*, and to allow learners to use *self-assessment* procedures when appropriate. Regarding the teacher"s role, there is a need to adapt a somewhat non-traditional teaching style, often described as the ..facilitating style". In the autonomous mode, the facilitator respects the total autonomy of the group in finding their own way and exercising their own judgment (pp. 104-105).

As often as not, we have seen many people from the young to the elderly engaging themselves in learning of their own free will after finishing school. Some do it just for pleasure without specific plans, while some people have a clear purpose and a plan. No matter what or how, they do their learning voluntarily. This can be called autonomous learning in a sense, and if that is the case, autonomous learning may be in the process of establishing itself as a matter of course.

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"KNOWLEDGE" КОНЦЕПТИНИНГ ИНГЛИЗ ТИЛИДАГИ ЛЕКСИК БИРЛИКЛАР ВОСИТАСИДА ВЕРБАЛЛАШУВИ ҲАҚИДА

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Инсониятнинг, барча авлодларнинг дунёда бажарадиган учта асосий вазифаси бурчи бор эканки, бу аждодлар томонидан тўпланган билимларни эгаллаш, уларни ўз имкониятлари даражасида бойитиш ва кейинги авлодларга узатиш билан боғлик бўлади. Биз хам илмий изланиш жараёнида машхур тилшуносларининг фикрларини кўллаб кувватлаган холда ўзимизиинг мўжазгина илмий ишимизни мухокамага талбик килмокдамиз. Тадкикот жараёнида, "Knowledge-Билим" концептининг сўзларда, фразеологик бирликларда ифодаланишини кўриб чикамиз. Дастлаб "Knowledge"-Билим" концептини ифода этувчи лексик ва фразеологик бирликларниг маънолари таркибидаги хусусиятларин аниклаб олиш зарур. .

Инглиз тилида "Knowledge" концепти содда, ясама ва кўшма сўзлар оркали хам маълум даражада вокеаланади. (knowlegable, knowledgeabiy. knowledgeability. knowledgeableness, билим, билимли, илмли, ўкиган, зиёли, билимдон, илмпарварлик. билимсизлик, билим, маърифат, касб хунар, билим, тажриба) Биз ўз тадкикотимиз жараёнида "Knowledge-Билим" концептини ифодаловчи содда, кўшма ва ясама сўзларга бирма бир тўхталиб ўтмокчимиз. Бундай сўзларни кўриб чикишда Roget's International Thesaurus луғатидан фойдаланилди.

Roget's International Thesaurus 1834, Third Edition Knowledge-noun

1. Knowledge – 1.understanding or information about a subject. **Билим. Масалан: Her knowledge of English grammar is very extensive. Унинг инглиз тили хакидаги билими жуда кенг.**

2. **Acquaintance-1**. knowledge of a subject. *Sadly, my acquaintance with Spanish literature is rather limited. Билим. Афсуски, Испан адабиёти хақидаги менинг билимим бироз кам*

3. **perception-1**. a belief or opinion, *We have to change the public's perception that money is being wasted.* фикр, тушунча.

4. **understanding-1**. Knowledge about a subject. *She doesn't have any understanding of politics.* тушуниш, фахмлаш, билармонлик, идрок, фаросат

5. **learning**-the ability of obtaining **knowledge**. *This technique makes learning fun. His friends praised his generosity, wit and learning.* ўқиш, таълим олиш

6. **enlightenment**-the state of understanding **something**. *Can you give me any enlightenment on what happened?* маърифат- билим, фан; маълумот; танишиш

7.**education**-the process of teaching or **learning** in a school or the knowledge that you get from this. *As a child he received most of his education at home.*таълим,

8. **scholarship** - literary education, олимлик, билимдонлик

9. **literacy-1**. knowledge of a particular subject or a particular type of knowledge. *Computer literacy is becoming as essential as the ability to drive a car.*саводхонлик, саводлилик

10.profound/deep/detailed/extensive/in-depth/thorough/vast knowledge- улкан, кучли, чуқур билим *The job requires an in-depth knowledge of foreign affairs.*

11. slight knowledge=small amount or degree of knowledge. саёз, юзаки билим

12. tree knowledge =tree of **knowledge** of good and evil; forbidden fruit

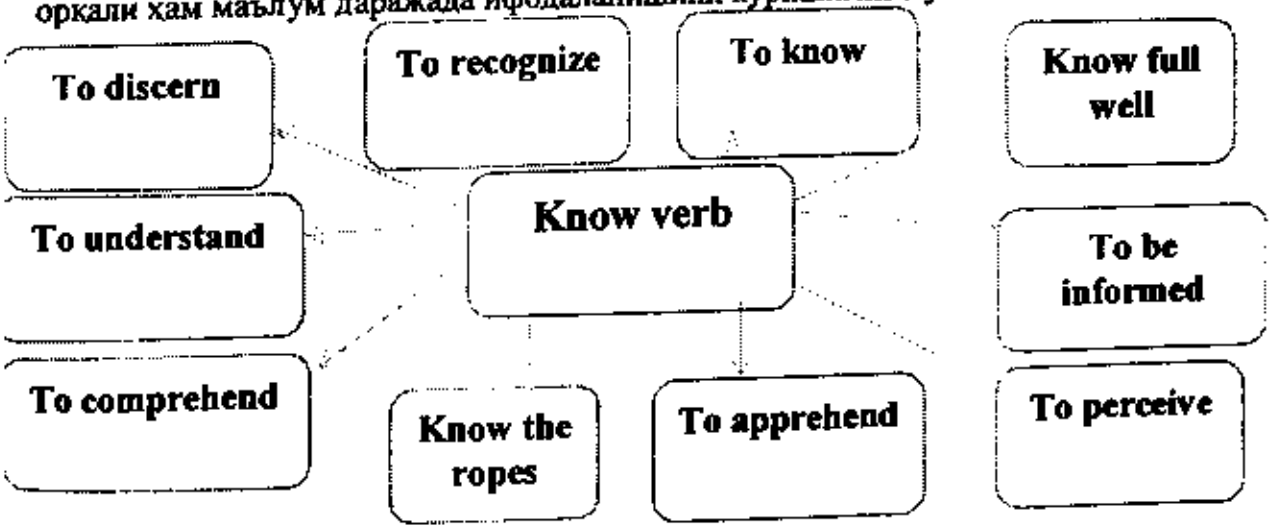
13. lore =traditional knowledge and stories about a subject. *According to local lore, the water has healing properties.*

14. art-1. skill, dexterity or the pewer of performing certain action, acquired by experience, study or observation 2.painting or sculpture. 1. санъат, 2. касб, хунар,

15. scientist- an expert who studies or works in one of the sciences. *A research/nuclear scientist* олим, илмий изланувчи, билимли, доно, маълумотли. Фаннинг бирор сохаси бўйича махсус билимга эга бўлган киши.

16. ken- (old –fashioned) **beyond your ken** not in your area of knowledge *Financial matters are beyond my ken, I am afraid.* савия, билим даражаси

Куйида биз инглиз тилидаги "to know" (verb) сўзини бошқа маънодош сўзлар оркали хам маълум даражада ифодаланишини кўришимиз мумкин.

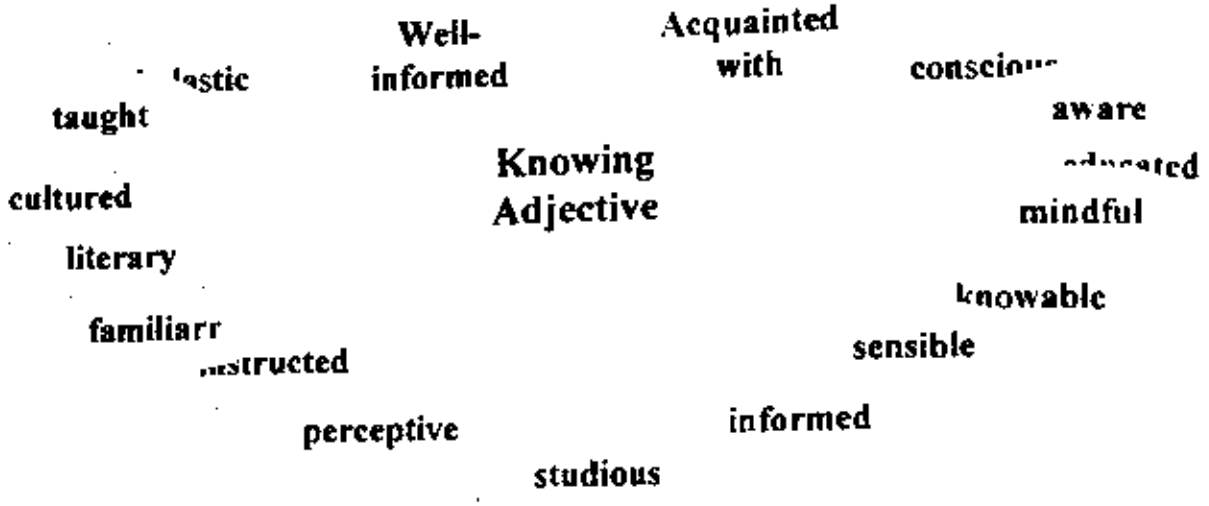


*It is difficult to **discern** any pattern in these figures.*

*2. I fail to **comprehend** their attitude.*

*3. Doctors are trained to **recognize** the symptoms of different diseases.*

Куйида биз инглиз тилидаги "Knowing" (Adjective) сўзини бошқа маънодош сўзлар оркали хам маълум даражада вокеаланишини кўришимиз мумкин.



Масалан:

1. *I was not even aware that he was ill.*
2. *It would be sensible to take an umbrella*
3. *Her books are full of perceptive insights into the human condition.*
4. *There were one or two familiar faces the street was familiar to me.*

Knowledge – концептини сўзлар оркали ифодаланишини кўриб чикканимизда шунга амин бўлдикки, инглиз тилидаги Knowledge (noun) еўзининг 20 дан ортик маънодошлари бор эканлигини кўрдик. Шу билан бирга Know(verb) -еўзини 10 дан ортик ва knowing (adjective) - сўзининг эса 20 тадан ортик маънодошлари бор эканлигини кўрдик. Шунингдек ўзбек тилида хам **Билим** сўзини маъносини англатувчи сўзларни кўришимиз мумкин. Масалан: илм. билим, тушуниш, фахмлаш, билармонлик, идрок, фаросат, акл, ўқиш, таълим олиш, билим, маърифат, фан, маълумот, олимпик, билимдонлик, саводхонлик, саводлилик, фан, назария.

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ФОРМИРОВАНИЕ ГРАММАТИЧЕСКИХ НАВЫКОВ КАК ОСНОВНОЙ ЧАСТИ КОММУНИКАТИВНОЕ ОБУЧЕНИЕ

Камалова Д.
УзГУМЯ

Коммуникативное обучение иностранным языкам представляет собой преподавание, организованное на основе заданий коммуникативного характера. Коммуникативно-ориентированное обучение имеет целью научить иноязычной коммуникации, используя все необходимые для этого (не обязательно только коммуникативные) задания и приемы.

В реальности обучение только на основе коммуникативных заданий практически не встречается. Поэтому «коммуникативное обучение» и «коммуникативно-ориентированное обучение» постепенно становятся синонимами.

Основной целью обучения грамматике в средней школе является формирование у учащихся грамматических навыков как одиого из важнейших компонентов речевых

умений говорения, аудирования, чтения, письма. Недостаточный уровень грамматических навыков становится непреодолимым барьером на пути формирования не только языковой, но и речевой и социокультурной компетенции. Коммуникативный подход предполагает обучение грамматике на функциональной и ситуативной основе. Это означает, что грамматические явления изучаются и усваиваются не как «формы» и «структуры», а как средства выражения определенных мыслей, отношений, коммуникативных намерений. Необходимо создавать условия для показа изучаемой формы и конструкции как динамической единицы, играющей вполне определенную функционально-коммуникативную роль в общении и выражении мысли. Такими условиями являются речевые ситуации, типичные для употребления изучаемых явлений в среде носителей языка. Таким образом, коммуникативный подход в обучении грамматике предполагает создание новых типологий упражнений и заданий, необходимых для реализации учебных действий. Языковые и речевые подготовительные упражнения помогают овладевать «техникой иностранного языка», но такие действия снижают мотивацию учащихся. Поэтому необходима интеграция таких упражнений с коммуникативными заданиями в один урок. Также желательно их преобразование в проблемные и творческие задания в виде кроссвордов, лото и т. д.

Однако такой подход не исключает этап предкоммуникативной языковой практики, что позволяет учащимся осмыслить речевые действия со стороны их формы, содержания и цели. Именно в ходе выполнения учебных действий формируются три компетенции: языковая, речевая и коммуникативная, обеспечивающие участие в реальном общении в рамках целей обучения. Оптимальное соотношение времени на формирование языковой компетенции – 20 -25%, речевой – 20 – 25%, речевой - 50 – 60%. Исходя из этого, можно определить следующие этапы формирования грамматических навыков:

I. Ознакомление.

1) подготовительный. (Показ, объяснение.)

-Сравните употребление … в следующих ситуациях и скажите, по какому принципу они противопоставлены.

-Выпишите предложения с … .

-Найдите в тексте грамматические явления, которые выражают … .

-Определите значение грамматической формы в приведенных ситуациях.

2) элементарный. (Механические упражнения в подстановке и имитации)

-Скажите, что вы делали то же самое, если это соответствует действительности.

-Заверьте собеседника, что он ошибается.

-Выразите уверенность, удивление по поводу высказывания вашего товарища.

-Выучите стихотворение, песню.

-Повторите, добавляя слово(словосочетание, фразу).

-Составьте предложения с помощью таблицы.

-Составьте диалог по аналогии.

-Закончите предложения по образцу.

-Составьте предложения из слов, данных вразбивку.

II. Тренировка.

3) совмещающий. (Некоммуникативные тренировочные задания на трансформацию.)

-Замените выделенные слова … .

-Расскажите о том, что вы не сделали вчера, но сделали сегодня.

-Дайте начало следующих диалогов.

-Опровергните высказывание и дополните их.

-Измените ситуацию так, чтобы в ней можно было использовать другую грамматическую форму.

-Выберите правильную форму глагола из нескольких предложенных

-Измените время (залог, наклонение, лицо) глагола.

-Перескажите текст, употребляя указанные грамматические формы

4). систематизирующий. (Условно-речевые упражнения)

-Прослушайте и скажите, почему это произошло.

-Заполните пропуски и выразите свое отношение к этому.

-Составьте диалог по определенной функциональной схеме.

5).комбинирующий. (Интерференция: проверка готовности функционировать в новых условиях)

-Выбери нужную грамматическую форму.

-Игровые упражнения.

III. Речевая практика.

6).речевые упражнения:

-Приведите примеры из вашей жизни, доказывающие, что ...

-Придумайте логическое завершение рассказа.

-Проведите экскурсию

-Возьмите интервью.

-Вы – оптимист. (пессимист).

-Дайте рекомендации.

-Сделайте рекламу.

В обучении грамматике традиционно определились два подхода – имплицитный и эксплицитный. В первом случае акцент делается на обучение грамматике без объяснения правил, а во втором наоборот. При имплицитном подходе возможен структурный или коммуникативный метод. При эксплицитном подходе – дедуктивный или индуктивный. Дифференцированный подход к обучению грамматике позволяет сочетать различные подходы с учетом особенностей обучения. В начальной и средней школе по возможности надо использовать индуктивный метод. В старшей школе и на продвинутом уровне обучения, как правило, используют дедуктивный метод.

Наиболее важными этапами являются четвертый, пятый и шестой этапы. Именно на четвертом этапе начинается распределение внимания между формой и содержанием. Ему следует уделять как можно больше внимания, поскольку многие формальные упражнения учебника легко переделать в «коммуникацию с подстраховкой», не усложняя языковых задач. Тем самым интенсифицируется учебный процесс, не нарушая принципов доступности и преемственности.

Специфика пятого этапа в намеренном создании условий для интерференции и проверки готовности навыка функционировать в таких условиях. Одна из типичных ошибок преподавателей – это несвоевременный переход к заданиям пятого этапа, когда навык еще не прошел достаточную отработку на четвертом этапе. Основа автоматизации навыка – преодоление изолированных трудностей при наличии коммуникативных задач.

Шестой этап, принадлежащий к этапу речевой практики, отличается от пятого прежде всего тем, что учебная задача использования конкретного языкового материала больше не находится в центре внимания ученика, она вытесняется на уровень так называемого сознательного контроля. Иными словами, грамматический материал употребляется или понимается автоматизировано, а в случае затруднения учащиеся обращаются к правилу. Учителю нужно так сформулировать речевую задачу, чтобы подвести учащихся к необходимости употребления нужного грамматического материала. Мотивация на этом этапе может быть полностью речевой, хотя учащийся не

забывает, что он на занятии и пришел учиться, поэтому уместно говорить об учебно-речевой мотивации.

Как показывает опыт, коммуникативный подход в обучении грамматике достаточно эффективен. Он способствует систематизации языкового материала, установлению связи между коммуникативными задачами и альтернативными средствами их решения, создает представление о функциональных связях между различными явлениями языковой среды. Выполняя речевые задания на основе аутентичных страноведческих текстов, учащиеся не только совершенствуют лингвистическую компетенцию, но и приобретают социо-культурные знания о стране изучаемого языка. Таким образом, реализуются основные принципы коммуникативной грамматики: ситуативность, функциональность и вариативность, а также лингво-страноведческий подход к обучению.

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THE DEVELOPMENT OF LISTENING SKILL BY INFORMATIONAL TECHNOLOGIES

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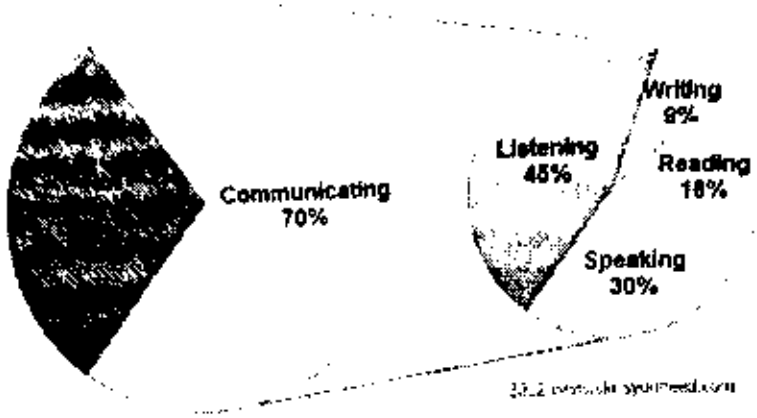
As this article deals with listening process one can say that listening is a major skill which we get the information from the beginning of our life. As for listening on the purpose of learning languages it is a complex procedure which is in interrelated with other skills. Anyway, in this qualification paper we try to take listening process itself in accordance to physical and emotional ability which can describe listening skill. So, in accordance with listening skill as the process one can say that it is the process of information gathering, reorganizing, internalization and automation. Listening is not the same as bearing, whereas listening requires focus. Listening means paying attention not only on the story, but how it is told, to use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Adults spend an average of 70% of their time engaged in some sort of communication; of this an average of 45% percent is spent on listening.

As listening is one of the essential skill, to follow the stages of listening is important in order to be a successful listener. There are many factors that can interfere with listening so you need to be able to manage the foliowing stages:

- receiving
- understanding
- remembering
- evaluating
- responding
- formative feedback

If we need you should also give a summative feedback at the end of communication, which shows that you are not aware on the speaker and also you can express your opinion about verbal and non-verbal information.



If we use listening in the learning process of languages, it is true that computers, CD-ROMs, video and audio resources represent an effective solution to the development of foreign language learners, because they are available and cost low. During the learning a modern teacher uses video and audio tracks using laptop with loudspeakers, otherwise it is impossible to organize good listening lesson. Sometimes mobile phones with different functions can be very helpful during listening tasks, as mobiles have a large variety of functions such recording a sound, access to the internet, media programs for listening music and tracks and besides sometimes can substitute laptops because of the same functions and mobility. If listening is followed with visual material it raises the decoding information by listening and seeing and the understandability grows up to 70%. The result of research showed that the broadcasts expose students to real spoken English and in such a way teachers prepare students to be able to approach such materials without constant presence of teacher setting questions such broadcasts contain elements that practice the listening skills both individually and integrally and they integrate listening with other skills. But one should be careful while broadcasting listening materials, because there are some problems learners faces to:

- Lack of control over the speed at which speakers speak
- Not being able to get things repeated
- The listener's limited vocabulary
- Failure to recognize the 'signals'.
- Problems of interpretation
- Inability to concentrate
- Established learning habits

Songs are important teaching tools teaching EFL students because as most teachers find out students love listening to music and sometimes it help to break language barrier because students often hold strong views about music and become very talkative when discussing it.

In order to reach perfectness on listening lessons it is important to organize exercises in this cognitive and metacognitive strategies can be used in listening. While using cognitive strategies in exercises we try to comprehend mental activities and storing input in working memory or long-term memory for later retrieval. In metacognitive strategies we use such exercises those conscious or unconscious mental activities that perform an executive function in the management of cognitive strategies that are accessing the situation, monitoring, self-evaluating and self-testing. Besides that, there are some steps followed in organizing listening tasks. Step one- pre-listening activity, where the students predict the possible words and phrases according to the given topic that they might hear. Step two- first listening, where students listen and underline and circle those words or phrases that they have predicted. Step

three – pair process-based discussion where the students discuss the meaning of the listening material. Step four- second listening, where students make notes of any new information and those parts that have caused confusion. Step five – whole class process-based discussion, where students discuss the main points and details with the whole class.

This article studies all aspects of listening tasks and activities in order to offer simple but useful teaching activities for EFL teachers to use when needed. During the experimenting process. the researchers have noticed four points to pay attention. First, it's important for teacher to pre-teach important new vocabulary, but no more than ten words. If the teacher teaches all of the new words. the students usually get distracted by the vocabulary instead of focusing on listening. Secondly, it is good to give the students questions to follow, but don't give them irrelevant comprehension questions. Since listening is unlike reading, students don't get the reading material to follow and if the teacher asks about too many details, they may become frustrated. Thirdly, unlike teaching reading, the teacher should not spend too much time on grammar. One grammatical point per time is enough for the listeners to pay attention to as they listen. Last but not least, the teacher doesn't need to spend too much time on teaching listening per class. Instead, fifteen minutes is enough for one listening activity. What is more important is that listening is taught at least once per lesson. As long as the teacher becomes familiar with the relevant teaching activities, she/ he can use one activity a day. We hope that EFL teachers will have a better map of how to teach listening in class after reading and demonstrating activities, however not all of EFL students can be effective listeners. Due to our research we investigated that about 60% of questioned students need to listen more than twice in order to comprehend the listening material, while 5% can understand the material listening once therefore they have been abroad or are acquainted with authentic materials and only for 35% of students listening twice is enough to decode the information.

In conclusion we can say that listening is a complex process where different factors, steps, conditions, difficulties and activities should be taken into account and used appropriately.

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БИОГРАФИЧЕСКИЙ ЭКСКУРС ЖИЗНИ И ТВОРЧЕСТВА АМЕРИКАНСКОГО ПРОЗАИКА ДЖОЗЕФА ХЕЛЛЕРА

Баяндурова Е.А.
УзГУМЯ

Джозеф Хеллер (Joseph Heller) – классик зарубежной литературы конца 20 века (1923 - 1999). Родился в Бруклине, США, в бедной еврейской семье выходцев из России. Окончив в 1941 году среднюю школу им.Авраама Линкольна начинает работать в страховой компании, и в течении года ему удаётся перепробовать несколько работ – от помощника кузнеца, курьера и до клерка. Год спустя Хеллер проходит отбор в американскую авиацию лётчиком истребителем во время Второй Мировой войны. Он

летал на бомбардировщике, совершив 60 боевых вылетов. Армейская служба Хеллера была окончена в 1945 году. После службы он обучается в университете Нового Йорка, а также в Колумбийском и Оксфордском колледжах и в 1949 году получает степень Магистра искусств. В 1949 – 1950 годах американский прозаик ведёт научную работу в Оксфорде по программе стипендии Фулбрайта. С 1950 по 1952 года он работает преподавателем в университете штата Пенсильвания, занимает должность рекламного копирайтера и пишет рекламные тексты для журналов «Тайм» и «Эсквайр» (1952 - 1958), а также работает агентом по рекламе журнала «Макколс».

Джозеф Хеллер начинает писать уже с самого раннего детства. Опыт авиации и годы обучения в университете сыграли непосредственную роль основополагающих тем его будущих литературных произведений. Первые работы американского романиста, его рассказы публикуются в «Атлантик мансли» и «Эсквайре» ещё в студенческие годы. Известность к автору приходит с романом «Поправка - 22» (Catch - 22) или как его упоминали в ранних переводах «Уловка - 22».

Этот роман содержит в себе сатирические, антивоенные и абсурдные элементы. К работе над этим романом автор приступает в 1953 году. Это произведение положило начало экспериментам в жанре военного романа. Главными героями книги становятся американские военные, выступающие в роли злодеев – политических воротил, которые получают наживу на войне, а также садисты, которые получают наслаждение от насилия. Этот роман – классика американской «чёрной комедии» был экранизирован в 1970 году. Выражение же, являющееся названием романа «Поправка - 22» вошло в лексикон американцев, обозначая всякое затруднительное положение.

В романе главным образом ведётся рассказ об американских лётчиках, где-то в Италии во время Второй Мировой войны 1944 года, где скучающие и съехавшие с ума офицеры, считают дни до возвращения домой, тратят кучу времени на походы к врачу, придумывая себе новые болезни, стреляют в бедных мышей, наслаждаясь последним испуганным взглядом. В книге очевидным становится явный призыв о том, что никому не нужны «жертвы», а нужны лишь «доллары», которые можно принести домой и обеспечить семью. Автор свободно, посредством обрисовки высказывает, таким образом, недовольство, критикуя свою страну, не соглашаясь с происходящей действительностью, что своего рода является истинным патриотизмом, а не безразличием к тому, что будет дальше.

В 1994 году выходит продолжение романа «Время закрытия» («Лавочка закрывается») (Closing time). Действие романа главным образом описывает события, которые происходят 50 лет спустя после войны.

1981 год – год испытаний для Джозефа Хеллера. Болезнь парализует его, но после длительного лечения он продолжает писать. Выходят в свет его мемуары «Сейчас и потом», за свою творческую жизнь автором было написано 7 романов: 1961 – Поправка – 22/ Уловка – 22/ Catch – 22, 1974 – Что-то случилоеь/ Something Happened, 1979 – Голд, или не хуже золота/ Good as Gold, 1984 – Видит Бог/ God Knows, 1988 – Вообрази себе картину/ Picture This, 1994 – Лавочка закрывается/ Closing Time, 2000 – Портрет художника в старости/ Portrait of an Artist, as an Old Man; 2 автобиографии: 1986 – No Laughing Matter, 1998 – Now And Then; рассказы: 2003 – Поправка за поправкой/ Catch As Catch Can: The Collected Stories and Other Writings; пьесы: 1967 – We Bombed in New Haven, 1971 – Catch 22, 1973 – Clevinger's Trial; сценарии к фильмам.

С точки зрения критиков все его произведения наполнены «тёмным» проницательным юмором. Некоторые романы, ставшие мировой известностью были экранизированы («Поправка - 22» 1970 год).

Роман «Что-то случилось» представляет внутренний монолог преуспевающего бизнесмена о его личной и деловой жизни. «Чистое золото» повествует о профессоре –

еврее, который не в силах устоять перед соблазном преуспеть в материальном, литературном и личном плане. «Господу ведомо» строится на библейском сюжете о Давиде. Хеллер написал также пьесу «Мы бомбили Нью-Хейвен» (We Bombed in New haven, 1969), выдержавшую 86 представлений на Бродвее.

Книга «Это не шутка» (No Laughing Matter, 1986), написанная со Спидом Фогелем, рассказывает о борьбе Хеллера с редким недугом, приводящим к параличу. В другой своей автобиографической книге «Время от времени» (Now and Then, 1998) он возвращается в места своего детства, в бруклинский парк аттракционов Коии – Айленд 1920 – 1930-х годов. Последний роман «Портрет художника в старости» (Portrait of An Artist As An Old Man), опубликованный посмертно в 2000, рассказывает о популярном писателе, ищущем вдохновения для нового романа

Этот роман имеет необычную структуру новествования. Автор книги описывает главного героя таким образом, что читателю даже не составит труда представить его в молодости: деятельный, эмоциональный, решительный, с живым умом, искрометным юмором и искоркой в глазах, который вопреки всем трудностям в своей работе целеустремлённо движется к своей цели. Здесь очень часто можно встретить внутренние размышления героя – Юджина Порху – известного писателя в почётном возрасте, который хочет закончить свою карьеру на пике славы, быть на слуху у почитателей его трудов до самого конца своей жизни. Жажда писателя написать лучшую в своей писательской карьере книгу настолько сильно, что он перебирает одну идею за другой, то начинает, то бросает писать, то злится и сомневается в себе, сталкиваясь с «творческим кризисом», отсутствием вдохновения. В итоге главному герою всё-таки удаётся написать книгу, которая необычайна тем, что в ней собраны биографии известных и великих писателей, таких как Хемингуэй, Диккенс, Джойс и многие другие.

Проведя краткий экскурс по жизни и творчества Джозефа Хеллера можно сделать вывод о том, что благодаря его прозаическим произведениям человек приобретает веру в себя, учится воспринимать реальность «правильно» и адекватно, а самое главное познаёт и усовершенствует свой интеллектуальный потенциал.

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CREATING POSITIVE LEARNING ATMOSPHERE IN SCHOOL CLASSROOM

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Language acquisition is becoming more and more crucial part of learning than it was ever before, because of the result of globalization and achievements in science, technology and education. Given that, effectiveness in teaching is crucial point of FL teachers and learners. It is needed to use a variety of ways and methods to approach the aim. On the issue of FL teaching in secondary schools, visuals might possibly be a very successful clue for FL acquisition as it increases effectiveness of the process of learning.

In second language learning, using visual aids is an essential teaching strategy in the English as Second Language classroom and English as Foreign Language classroom. Most foreign language research has recognized that memorizing language forms and words is a very ineffective strategy for learning a target language. In the ESL/EFL classroom, using visual aids can help students to strengthen and reinforce what they have learned. The reason may be that they allow students to absorb the information through an additional sensory perception.

This paper stresses the need to make English language lessons easy and enjoyable through the use of instructional aid/improvisation. Teachers do not have regular supply of the teaching aids and where they are available they are so inadequate and obsolete. The cost of purchasing of these visual aids is quite enormous. It therefore becomes necessary for teachers and facilitators to improvise aids so as to bridge the gap between learners real world and the abstract foreign English language world.

Foreign language acquisition is core issue of today's society of globalization. It has become a part of almost everyone in the world. Thus, to know a language is to know the world. As a result of this. TEFL is becoming more and more important and there's increasing needs to gain effectiveness and intensiveness in language acquisition. TEFL expands from kindergarten to secondary and higher education. On the core, of course, secondary schools are bridge part of it as it connects childhood learning with that of further education. Nowadays, learners and classrooms are becoming more diverse and unique having certain peculiarities. What is needed in the classroom is positive learning atmosphere that provides positive learning and positive result. In foreign language teaching, using visual aids is a significant teaching strategy in the EFL classroom and English.

In Uzbekistan, English as a Foreign Language (EFL) has been taught, in some way, often t ineffectively. Traditionally, the Uzbek English teaching system have involved five year study in secondary schools from the 5th form te 9th form. And it can be described as a traditional teaching such as translating, revising, rote learning with no enough practice of language. But, lately there has been improvement and development in FL. Most foreign language research has recognized that rote learning and memorizing language forms and words is a very ineffective strategy for learning a target language. In the EFL classroom, using visual tools can help students to strengthen and revise what they have learned. The reason for this may be that they allow students to absorb the information through an additional sensory perception and visuals store the information to the brain easily. Therefore, the researcher, having decided to carry out a research in this field, has revised carefully the works of other scholars on this topic. And she has included them in this very part as a literature review.

As Benson (1997, p.141) has pointed out, the poet Simonides has given the definition: "words are the images of things" and the great philosopher Aristotle described that "without image, thinking is impossible". Since the importance and effectiveness visual learning aids in the classrooms is only once again becoming general understood and common in education. However, few language teachers seem to be either aware or interested in this development realizing its values in the development of language acquisition.

Joan Gardiner states that one example of an expressive use of visual aids, in his article "Using visual aids to promote learning", is widespread The Picture Exchange Communication System sometimes referred as PECS. Moreover, "visual aids also may be used receptively, to help the individual with know and understand what is happening around him. This is a very important use of visual aids and should not be over looked (even with children who are verbal!). Examples of receptive uses of visual aids include routine boards, schedules and choice menus. Overall, the use of visual aids to support learning is strongly advocated by this author and other researchers. Visual aids supply important support that to increase individuals' skills for participation and independence. Perhaps it has been best suggested in the ancient Chinese proverb "*I hear and I forget. I see and I remember. I do and I understand*", because it is commonly believed that a picture may be worth than thousand words, it is said that better see once than listening thousand times. It can effectively be used in classroom to achieve better results in language acquisition. The use of visual aids help the teachers get their students involved to the learning process. The use of visual aids like pictures, videos and projectors encourage students to learn with interest, which make it easier for them to understand the abstract ideas in the language . This proves the use of visual aids plays a role as 'vehicles' that

can be used to enrich and enhance the act of learning. Similarly, in research related to the use of multimedia applications for language teaching and learning, it has been stated that the insertion of visual aids in teaching enables authentic communication between students and FL texts. Thus, it allows the students to have full concentration on the texts which leads to their understandability of the story and flow of the texts. Secondly, students will be more motivated in learning. The learners have no interest in learning due to the difficulties they encounter in the difficult texts even though they show positive attitude towards the implementation of FL texts. In a study conducted by Sivapalan, Wan Fatimah Ahmad &Nur Khairun Ishak (2009), the importance of visual aids in expanding students' interest in learning was shown. For example, the use of voice clips in teaching is vital because it could help students to understand the meaning better.

Besides, that, the inserting animation of texts and graphics in the web-based multimedia as a tool to teach increases students' interest in learning and reading texts.

Visuals are everywhere. A trip to a department store, for example, televisions (playing music videos) suspended from the ceiling; built-in cameras relaying images of customers to the security staff; and spreadsheets on computer screens able to generate information about merchandise in stock. According to Mirzoeff (1999): 'Human experience is now more visual and visualized than ever before from the satellite picture to medical images of the interior of the body....For most people , life is mediated through television and, to a lesser extent, film.... In this swirl of imagery, seeing is much more than believing'. It is not just a part of everyday life, it is everyday life. As culture has been influenced by the use of visualizing technologies such as video and the world wide web, classrooms have been impacted as well. Most students and teachers—from Kindergarten to graduate school—have access to the Internet and to tools such as word processing and presentation software. Language teachers and students are no exception. In fact, there has been an rise in using computer in the language classroom, as documented by both the findings and the amount of research that has been published in this area in lately (Meskill&Mossop, 2000; Salaberry, 2001). Charts, maps and diagrams are other common visual tools used for learning purposes. Kleinman and Dwyer (1999) examined the effects of specific visual skills in facilitating learning. Their findings indicate that the use of color graphics in instructional modules as opposed to black and white graphics promotes better achievement in the learning of concepts. An earlier study by Myatt and Carter (as cited in Heinich et al., 1999) suggests that most learners prefer color visuals to black and white visuals, but that no significant difference in the amount of learning occurs except when color is related to the content to be learned.

Film is another common form of visual aids in education which can be useful also in language learning. A Film may include that is applied for language teaching in the form of slides, motion picture films and fixed film strips.By using this aid teachers can convey the meaning of words to teach reading text and speaking and writing composition. There are advantages of using this aid which help to student to focus and attention to the pictures and words on it. Film strips can show not only those condition which the teacher can present in the class but also many of these which he cannot. A situation of film strip can be shown over and over again (Jowett & Linton, 1989).Teachers often use slides and films as well as pictures as these aids can assist students with their long term memory of words and phrases.

In a different types of study involving subtitling in films, Danan (1992) investigated that a grouping of video input and bilingual verbal input (subtitles in the second language only with audio in the learners' first language) aided vocabulary acquisition and reading comprehension. Danan (1992) has explained her result in terms of dual coding theory. This is because the theory emphasizes the importance of providing input for both the verbal and the visual representational system because visual traces are remembered better than are verbal components and also have an additional effect when items are encoded dually.

Salomon (2000) says that every technology tends to have a drip effect: "...a gradually accumulating but eventually profound impact ... unforeseen and slowly building ... the nature of which becomes clear only after awhile, usually a very long while" Some believe that the change from "inkreading" to "e-texting" (Meskill) has significance for those who are teaching and learning. The difference between taking in information through books and learning through visualizing technologies—full of images, graphics, and colors—is drastic according to many researchers and theorists, that audio-visual aids Contrarily , Canning (2000) claims is valuable to enrich the FL learning. Many studies and researches have been done on this issue MacLeod 1980) believes that there is relativity between the process of comprehending linguistic units corresponding to a visual scene. His studies have involved learners verifying or rejecting simple linguistic units with an equivalent description of a picture. Similarly Kosslyn's article posits the computational theory of images, which states that visual mental images are transitory data structures that occur in an analogue of spatial medium. Gale (1933) states that young children are captivated by warm and bright colours, whereas high school pupils prefer darker colors. Color in the learning environment provides an atmosphere that improves visual processing, learning process and reduces stress. According to Kozma (1991) representation of object and situations received by visual symbol system are better for building mental models of situation rather than other types representations.

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РОМАН «МАЛЫЙ НЕ ПРОМАХ», ПРОБЛЕМА ЧЕЛОВЕЧЕСКОЙ ИСТОРИИ И МОРАЛИ

Баяндурова Б
УзГУМЯ

Роман «Малый не промах» (Deadeye Dick) имеет в своём переводе ироничность. Смысл названия романа объясняется писателем в предисловии к нему: («Малый не промах» - это прозвище, определяющее умение человека стрелять метко прямо в яблочко, бить без промаха, и в целом владеть огнестрельным оружием виртуозно. На Среднем Западе в те далёкие времена такого рода умение считалось одним из главных достоинств настоящего мужчины. Однако со временем это прозвище приобрело несколько иной смысл – им наделяли, человека пробивного, ловкого. везучего «любимца Фортуны»: такой своего не упустит, ему пальца в рот не клади)[1].

[1] Воннегут К. Малый Не Промах// Собр. Соч., т. 4 – М.: СП «Старт», 1992, с. 204. Перевод Р. Райт-Ковалёвой и М. Ковалёвой. Далее материал из текста романа дается по этому изданию.

В прологе к роману К. Воннегут использует привычную для его стиля шутку в виде тревожного сигнала: «В книге описан взрыв нейтронной бомбы в густонаселенном районе ...». Центр этого густонаселенного района – Мидлэнд-Сити, где главными героями являются: торговец автомобилями - Дэйн Гувер, Фред Бэрри – военнопромышленник и меценат, семья Вальцев - «твердолобая, лишённая воображения, неотёсанная, немецкая». С этой семьёй связан главный сюжет романа, отличающийся промежутками времени, во время которых происходят несопоставимые по масштабам и последствиям события; соединённые между собой странными обстоятельствами. Первое произошло во время войны. Во второе воскресенье мая 1944-го дом Вальцев посетила Элеонора Рузвельт. Её речь перед выборами в президенты была направлена на ожидание скорейшей победы над Гитлером и прекрасного мира после войны. После отъезда первой леди, двенадцатилетний Руди Вальц взбирается на крышу со «Спрингфилдом» из отцовской коллекции огнестрельного оружия и от нечего делать, играючи, нажимает на спусковой крючок. пуля пролетев несколько кварталов, попадает в окно дома редактора местной газеты «Горнист – обозреватель», Джорджа Метцгера и убивает его беременную жену в тот самый день когда вся страна празднует «День Матери». Закрывается еще один, не успевший раскрыться, «смотровой глазок». «Раз я никуда не целился, значит, я ни во что не попал», - пытается убедить себя Руди, но это тщетно. он рос и жил с не проходившим ощущением вины. и оно, пожалуй, было пострашней людской молвы и суда людского. сразу же после случившегося его заперли в клетку и выставили на всеобщее обозрение как «воплощение зла», пока не сообразили, что по возрасту его можно отпустить. Второе происшествие случилось в начале 80 – х. взрыв нейтронного устройства положил конец истории Мидлэнд – Сити, который перестал существовать, так как его стотысячное население было в одночасье уничтожено лучевым излучением. самому Руди Вальцу повезло. он в этот момент находился в отъезде и уцелел. «А раз движимое и недвижимое имущество не пострадало, то, может быть, мир и не потерял ничего стоящего?» - доносится язвительная реплика автора. Теперь поблизости от города Мидлэнд-Сити, штат Огайо, никто не живёт. Тела погибших погребены под цементом на центральной площади. В остальном ничего не изменилось и после взрыва. Дома стоят в целости и сохранности. Телефонная связь не прервалась. Официальная версия катастрофы гласила: военный грузовик перевозил бомбу, взрыв – несчастный случай. Так ли, иначе – спасательные команды устроили братскую могилу, застлали её бетоном, получилась замечательная автостоянка для туристов, хлынувших поглазеть на мёртвый, обнесённый колючей проволокой город, где сразу «воцарился порядок, чего раньше очень не хватало». Сам президент США назвал инцидент «удачнейшим обетоятельством», поскольку возникла идея заселить каменный, сохранивший все удобства и блага цивилизации город беженцами с Гаити. Никаких дополнительных расходов и возни.

О катастрофе в романе повествуется так:

«После взрыва нейтронной бомбы в Мидлэнд-Сити не осталось ни одной живой души. Дней десять все газеты только об этом и писали. Шуму могло быть и побольше, если бы этот взрыв развязал третью мировую войну, но наше правительство поспешило заверить, что бомба была американского производства. В одном из выпусков последних известий – я слушал его по радио здесь, в Гаити, - её даже назвали «своя, родная бомба» (229). Сюда можно приехать – на экскурсию. Туристов размещают в окрестных мотелях. По городу их возят в сопровождении вооружённых солдат. Категорически запрещено к чему бы то ни было прикасаться руками. В Мидлэнд-Сити работает специальная киногруппа: взрыв – событие века, и необходимо, чтобы плёнка сохранила всё так, как было в момент взрыва. Лента соберёт миллионы зрителей и принесёт большие деньги. Что будет с Мидлэнд-Сити дальше, пока не решено. Скорее всего, здесь разместят

лагерь для иммигрантов – с Гаити. из Африки. Удобно и эффективно: иммигрантов множество, трущобы переполнены, а тут целый город с исправно работающими инженерными коммуникациями и – совершенно пустой. Чем не дар с небес? А может не просто дар? Не вечно же испытывать нейтронное оружие на полигонах, пора посмотреть его в настоящем деле. И кстати – продвинуться в решении жилищных проблем.

Подобные мысли не оставляют героя Воннегута Руди Вальца, когда из окошка экскурсионного автобуса он разглядывает безлюдные улицы своего родного города. Время действия – наши дни. В иронично-насмешливом или печально-скептическом голосе Воннегута раньше редко слышалось: как это случилось? Почему? Кто виноват? Ему привычнее было переиначивать понятия и пускать всё шиворот-навыворот. Даже в романе «Колыбель для кошки» (1963) фонтанирующая фантазия и огульное острословие заглушали вопросы, какими всегда задаётся большая проза, хотя речь там шла ни много ни мало о созданин атомной бомбы. Примерно то же самое случилось со знаменитым воннегутовским романом «Бойня номер пять, или крестовый поход детей» (1969): эта фантазия на темы бывшей войны и современного мира проникнута печальным, но и отстранённо-насмешливым взглядом на то и на другое. Громче всего тревожные вопросы зазвучали у Воннегута именно сейчас, и понятно почему. Литература быстро откликнулась на разработку нового средства массового поражения и возросшую угрозу всемирной катастрофы. Говорят, что чистюля енот полошет в воде добытый им кусок сахара, пока тот не растает. Кажется, что и у Воннегута вот-вот «растает» тема в усердном полоскании случайностей и совпадений, истоков, связей и следствий. Конкретная вина за то, что произошло там-то и тогда-то, перекладывается на одного, другого, третьего, рассеивается в пространстве – но затем лишь, чтобы всех облучить радиацией совестливости. Чтобы вызвать у нас, читателей, встречную реакцию – чувство ответственности за наши прошлые и будушне поступки, и чужие тоже. «Преступление, которое он (Руди Вальц) совершил в детстве, - символ всех моих прегрешений», - говорит писатель в преднсловии. Это уже не игра, а нравственная и философская позиция художника-гуманиста, озабоченного бездумностью, безумностью, «беснечной бесчеловечностью человека к человеку». Ненаигранный песоимизм тоже обладает огромным положительным зарядом.

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ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДАГИ ИНСОН ХАРАКТЕРИНИ ИФОДАЛОВЧИ ФРАЗЕОЛОГИК БИРЛИКЛАР ОРАСИДАГИ АНТОНОМИК МУНОСАБАТЛАР

Содикова Г.И.
ЎзДЖТУ

Антонимия тил бирликлари орасндаги семантик муносабат асосида белгиланадиган ходнсалардан бири бўлнб, ибораларда ҳам сўзлардаги даражада учрайди. Антонимиянн белгилаш, бнр томондан, ибораларнинг луғавнй маъносини чукуррок англашга олиб келса, иккинчи томондан, полисемияда бир ибораннинг

маъноларини ўзаро фарклашда ёрдамлашади. учинчи томондан. синонимларни белгилашда ҳам фойда келтиради. Антонимия нафақат сўзларга. балки ибораларга ҳам хос ходиса бўлишига қарамай, бу ҳодиса ибораларда кам ўрганилган.

Ўзбек тилшуноси Ш. Рахматуллаев фразеологик антонимияни тахлил килганда қуйидаги назарняга асосланади (Рахматуллаев, 1966):

1) Иборалардаги синонимия ва фразеологик антонимия
2) Фразеологик антонимия ва ибораларнинг лексик таркиби
3) Фразеологик антонимия ва ибораларининг туркумланиши
4) Фразеологик антонимиянинг мнқёси
5) Лексик- фразеологик антонимия

Дастлаб инглиз ва ўзбек тилларидаги инсон характернин ифодаловчи ФБларнинг ўзаро бир-бирига антонимлиги, яъни фразеологик антонимия ходисасини кузатамиз.

A straight arrow ←——→A fair cow

Ростгўй, халол ←——→Ёлғончи фирибгар

Юқоридаги фразеологик антонимия ўзаро маъноларнинг бир- бирига зид келишидан хосил бўлган.

Smith, a wonderfully old- fashioned straight arrow, was right in character, when upon being asked if Tiriac's gamesmanship had bothered him, he said, "I don't call that gamesmanship, I call that rudeness!" (The New Yorker, Oct. 11, 1969, DNE)

I had a fair cow of a horse called Grasshopper. (K. Prichard, Coonardoo, ch.25)

Behind times ←——→Cool cat

Замондан орқада колган ←——→Замонавий

"D'you mean to say they print such things by women" Michael did not answer. Old Forsyte was behind the times. (J. Galthworthy, Yhe Silver Spoon, part I, ch.6)

On one side was the frenetic... bumptiousness of the rock-n-rollers, on the other side the calculated indifferenoe of the cool cats. (Suppl)

To keep the bird in one's bossom ←——→A cat in the pan

Содикликни саклаб турмок ←——→Сотқин

Юқоридаги келтирилган фразеологик антонимиялар ҳам ўзаро маъноларнинг бир-бирига зид келишидан хосил бўлган.

Худди шундай ёндашув, яъни фразеологик бирликларнинг ўзаро маъноларнинг бир- бирига зид келишидан хосил бўлган фразеологик антонимия ходисасини ўзбек тилида ҳам кўриб чиқамиз:

Қўй оғзидан чўп ←——→Текканга тегиб, тегмаганга

Олмаган кесак отадиган

Маъноси: Нихоят даражада ←——→Қитмирлик килиб, хеч кимга беозор,мўмин тинчлик бермайдиган

"Назаримда, қадам олиши, турки- таровати Назаркулга ўхшайдн".

- "Йўғ-е! Қўй оғзидан чўп олмаган бола-я! Янглишаётгандурсиз" (Саид Ахмад, Хукм)

Ҳакимжон бесўнақай гавдали, эрта-ю кеч маҳалла чойхонасида ўтириб олиб, текканга тегиб, тегмаганга кесак отадиган Соли жаллобни дарров кўз олдига келтирди. (Р.Файзий, Раяннг арчасн)

Навбатдаги ёндашув сифатида биз лексик- фразеологик антономия, яъни сўз ва иборанинг бир- бирига антонимлигини асос килиб олгандик. Лексик-фразеологик синонимияда бўлганидек, лексик-фразеологик антонимияни белгилашда ҳам асосий манба бўлиб хизмат килади. Ўзаро антоним ибораларнинг маъноси тасвирий йўл билан очилган бўлса, бундай ибораларга лексик антоним топилмайди. Баъзи холларда антоним иборалардан бирининг маъноси тасвирий йўл билан, иккинчисининг маъноси синоним

сўз келтириш йўли билан очилади. Лексик-фразеологик антонимияни икки киёсланилаётган тиллар инглиз ва ўзбек тиллари мисолларида кўриб чикамиз:

Cunning as a fox

Naive A downy bird

A sly dog

Юкоридаги мисолда лексик-фразеологик антонимияни иккинчисининг маъноси синоним келтириш йўли билан очдик, яъни берилган учала фразеологик бирлик бир-бирига синоним бўлган бирликлардир:

Feelim is a man fourty-five years wiry, slender and as cunning as a fox. (S. O'Casey, Oak Leaves and Lavender, act I)

Hilda, you're the downiest bird – I beg your pardon, the cleverest woman I ever met with. (M. Braddon. Strangers and Pilgrims, ch.3)

You are a sly dog. Hand in glove with the great detective and not a hint to the way things are going. (A. Christie, The Murder of Roger Ackroyd, ch.16)

Ўзбек тилида хам худди шу холатга доир мисолларни кўриб чикамиз:

Оёгини тираб олмок

Бўш, кайсарлиги йўк ⟷ Айтган(и) айтган, деган(и) деган

Бир сўзини иккита килдирмайдиган

Сиз хам оёгингизни тираб олманг, инсофга келинг. (П. Турсин, Ўкитувчи)

Гап улоктириб хуноб бўласанб киши. Маслахатга кўнмайди. Айтганим айтган, деганим деган леб туриб олади. (П. Турсин, Ўкитувчи)

Рисолат хола рўзгорда хеч нарсани кўздан кочирмайдиган, бир сўзини иккита килдирмайдиган хотин эди. (А. Мухтор, Қанот жуфт бўлади)

Одатда лексик антонимларда уларнинг шаклан (айтилиши ва ёзилишн) хар хил бўлиши таъкидланади. Антонимлар бошка-бошка сўз бўлиши лозим. Лексик антонимларнинг кўнгина кисмида ўзаклар хам, сўз ясовчи аффикслар хам турлича бўлади. Шу билан бирга ўзак морфемаси ўхшаш, аммо сўз ясовчи морфемаси билан фарк килувчи лексик антонимлар хам анчагина. Бундай ясовчи морфемалар ўзаро антоним бўлади. Ибораларда уларнинг сўз-компонентига кўра фарк килишинн назарда тутиб фикр юритиш мумкнн.Лексик-фразеологик турдаги антонимларга бошка турларга караганда мисоллар анча кам топилади. Луғатларда хам уларнинг жуда кам кисми берилган, уларнн матнлардан кидпрнб топиш зарур. Лексик-фразеологик антоннмлар хам хаётда нисонларга ва уларнинг характерига ижобнй ёкн салбий бахо бериш маносида кўлланадилар.

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МУҚТИБОДҲНИНГ "ҲАЛИЛ АМАКИ" НОМЛИ ҲИКОЯСИДА ИЖТИМОИЙ – МАЪНАВИЙ МАСАЛАЛАР

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Инсон ўз тимсолида ҳам моддий, ҳам маънавий хусусият ва аломатларни мужассам этган ноёб хилқат, Яратганнинг буюк ва сирли мўжизасидир. Шунинг учун ҳам унинг ички дунёси, унга ато этилган фазилат ва хислатларни охиригача англаш, тушунишнинг ўзи ўта мураккаб бир масала.

И. Каримов

Инсонлар ўртасидаги муносабат ннсонларни бир-бирига боғлаб турувчи энг муҳим воситалардан бири ҳисобланади. Инсонлар ўртасидаги муносабат йўқолса инсон яккаланиб қолади, демакки агар барча нисонлар ўртасидаги ҳар қандай (ижобий ва салбий) муносабат йўқолса жамият деган тушунча бархам топади. Жамият мавжуд экан ундаги ижтимоий ва маънавий масалалар инсон ҳаётининг ажралмас бўлаги бўлиб қолаверади.

Инсонга хос орзу-интилишларни рўёбга чиқариш, унинг онгли ҳаёт кечириши учун зарур бўлган моддий ва маънавий оламни бамисоли парвоз қилаётган қушнинг икки қанотига киёслаш мумкин. Қачонки ана шу икки муҳим омил ўзаро уйғунлашса, том маънодаги қўш қанотга айланса, шундагина инсон, давлат ва жамият ҳаётида ўсиш-ўзгариш, юксалиш жараёнлари содир бўлади.

Ҳинд адабиётининг йирик вакили Гажанан Мадҳав Муктибодҳ ҳам ўз ҳикояларида Ҳиндистон халқининг қалбидаги ўй-фикри, истагу хоҳишларини акс эттирган. Халқининг ижтимоий ва маънавий жиҳатдан юксалишини истаган. Ўз юртида бўлаётган ўзгаришлар халқнинг манфаатларига хизмат қилишини истаган ва ўз даврининг ижтимоий-маънавий ҳаётини қаламга олган.

Халқ - бамисоли улуг ва шарафли йўлдан илгарилаб бораётган улкан карвон. Карвон беҳатар бўлмас, деган гап бежиз айтилмаган. Аммо халқ карвонини ҳеч қандай куч ортга қайтаролмайди. Нега деганда, ҳалкнинг қалбида не-не авлодлардан мерос еигилмас куч - маънавият бор.

Муктибодҳнинг "Khalil kaakaa" (Ҳалил амаки,1936) ва "Mein filaasafar nahiin hun" (Мен философ змасман, 1939) номлн хикоялари Ҳиндистонда "Миллий – маданий тикланиш", "Миллий озодлик курашн" каби ғоялар ва ҳаракатлар авжига чиққан вақтда нашр этилди. Ушбу даврга келиб ҳинд адабиётида модернизм йўналишининг жонланиши кузатилсада (Агей, Мирза Муҳаммад Саид, Ниёз Фатеҳпуриларнинг асарларн) Муктибодҳ хикояларида умид, эртанги кунга ишонч каби реализмга хос бўлган хусусиятлар йўқолмайди. Унинг бу даврдаги асарларида модернизмга хос бўлган баъзн элментлар ҳам учраб туради.

Муаллиф "Ҳалил амаки" ҳикоясида ўша даврга хос бўлган ҳоёт тарзи, табақаланиш, диний муносабатлар, турлн хил динга эътиқод қилувчилар ўртасидаги муносабат, диний бағрикенглик каби ижтимоий-маънавий муаммоларни кўрсатишга ҳаракат қилади.

Ҳикоя ислом динига эътиқод қилувчи Халил исмли киши, у асраб олган Кешав ва Кесу исмли ҳиндуизм динига мансуб икки ўғли ва ўзининг ёлғиз фарзанди Расул ва уларнинг ўзаро муносабатлари ҳақида. Ҳикояда уларнинг истиқомат қиладиган шаҳри, воқеалар содир бўлаётган давр кўрсатилмаган. Фақаттяна хикоя мазмунига қараб, биз бу ҳикоя Ҳиндистон мустақилликка эришиши арафасида, мусулмонлар эса алоҳида Покистон давлатини ташкил қилишга уринаётган давр эканлигини тахмин қилишимиз

мумкин. Ҳикояда кўрсатилмаган. айтиб ўтилмаган яширин бир ғоя борки, бу Ҳиндистонни иккига бўлинишига, парчаланишига карши ғоядир. Муаллиф Ҳиндистонни бир бутун ҳолда кўришни истайди. Ўша даврдаги ҳиндуизм ва ислом дини вакилларининг бир-бирига бўлган душманлик муносабати бўҳтон эканлигини, бу Ҳиндистонни бир бутун кўришни истамаётган шахсларнинг гаразли нияти эканлигини, бу икки дин вакиллари ўзаро жуда аҳил эканлигини кўрсатишга интилади ёзувчи.

Ҳикоя қаҳрамонларидан бири Ҳалил амаки ота-онасиз колган ҳиндуизм динига мансуб икки болани асраб олган ва ўз фарзанди Расулдан ҳам кўра кўпрок улар ҳакида қайғуради. Ҳалилнинг асраб олган болаларига бўлган муносабатини, ўз ўглидаи кўра кўпрок улар ҳакида қайғуришини ҳикояни бошлаб берган куйидаги икки гапдан кўришимиз мумкин:

Khaiiil kaakaa ko yaad aayi, apne larke Rasul kii mrityu kii nahii, Keshav ke bachpan kii. Keysaa – keysaa khel kiyaa karta tha, mare masti ke ghar…

Ҳалил амакининг ёдига ўғли Расулнинг вафоти эмас, Кешавнинг болалиги келди. Қандай ўйинлар ўйинарди, шўхликлар қиларди…

Инсон оғир вазиятга тушиб қолганида, айникса оғир бетоб бўлиб колганида энг якин инсонларини ёдга олади, уларни ўйлайди, яхши-ёмон куиларини эслайди, улар билан боғлик хотираларга қайтади. Касал бўлиб, оғир ахволда ётган Ҳалил эса ҳаётнинг бешавкатлнгидан, кийинчилигидан вафот этган, ота бўлиб эркалаб катта килолмаган фарзанди Расулни эмас, асраб олган фарзанди ҳакида ўй – ҳаёлга берилади.

Расул ҳали бола бўлишига қарамай оғир мехнат килади. Ҳалил амаки бир ўзи ҳам уч болани бокиб, ҳам уйнинг ижара ҳаккини тўлай олмайди. Шунинг учун Расул ишлашга мажбур бўлади. Шундай бўлса ҳам Ҳалил ўғли Расулга яхши гап айтмайди, эркаламайди. Урушади, койиди. Уни болаларча қайсарлигини, ўз отасини кизғанишини, ҳали бола эканлнгини Ҳалил тушунмайди. Бу сифати учун отаси уни ёқтирмайди, хаттоки унга яхши сўз ҳам айтмайди. Кешавни ундан кўра кўпрок ёқтиради, яхши кўради, чунки Кешав икки ярим ёшда, ҳали бола. Расул эса катта – беш ёшли йигит:

Khaliil pyaar kartaa he Keshav ko Rasul se ziyadaa, islie ki use maataa – pitaa nahi he, anath he, bachchaa he, komal he. Jii haa, Rasul ko pitaa he, vo baraa he – paanch saal kaa he. Haliil Rasul ko dantegaa, pyaar nahii karegaa.

Ҳалил Кешавни Расулдан кўпрок яхши кўради, чунки унунг ота-онаси йўк, сагир, ҳали бола, нозик. Албатта, Расулга ота, у катта – беш ёшда. Ҳалил Расулни койиди, яхши кўрмайди.

Бу ерда биз Муктибодхга хос бўлган нозик кирра – сатирани, ҳажвни, кинояни кўрамиз. Муаллиф ҳикояни баён эта туриб, Ҳалилни танкид остига оладн. Муаллиф Ҳалил мисолида мурғак гўдакларни катта инсонлар ташвнши билан яшашга мажбур килаётган ижтимоий ҳолатни, Ҳалил каби гўдакларда катта инсонларни кўраётган кишиларни киноя килади – ***vo baraa he – paanch saal kaa he*** (у катта – беш ёшда). Муаллиф ҳикоялари сатирага жуда бой. Оддий деталлар орқали жамиятни, асар қаҳрамонлариинг ҳолати орқалн ижтимоий вазиятни ёритади:

Ghaar jaakar dekhaa to Haliil kaakaa do peyse kii shakkar laane Raamu dukandaar ke paas chale gaye hen.

Уйга бориб қараса Ҳалил амаки икки пейсалик шакар олиб келгани Раму дўкондорнинг олдига кетибдилар.

Онладаги огир ахвол, моддий етншмовчилик беш ёшли Расулни ишлашга мажбур киладн. Ҳали мурғак гўдак отаси ва икки укаси билан кўчада колмаслик учун ишлашга мажбур:

Ab Rasul ko hotal me nokrii karnii hogii. Kamaakar laana hogaa, nahii to ghaar se nikaal diyaa jaaegaa. Rafiq saahab islie aaye hen.

Энди Расул меҳмонҳонада ишлаши керак. Пул ишлаб келиши керак, бўлмаса уйдан хайдаб юборилади. Рафиқ соҳиб шу учун келган.

Ҳали ҳаёт нималигини кўрмаган, ҳаёт кувончи нималигини англаб етмаган, бу ҳаётда бахт нимаю, дард нима эканлигини фаркига бормайдиган беш ёшли Расул ҳаётнинг кувончи, ҳаётдаги бахт деб бор йўги отасининг бағрида, кучоғида ухлашни тушунади. Ҳар куни уйга қайтаётганда ўйю фикри отасининг кучоғида ухлашда бўлади. Ҳар куни отаси бағрида ухлайдиган жажжи укаси Кесудан отасини болаларча кизғанади:

Rasul jab apnii phuutii slet bagl me dabaae madrase se lot rahaa thaa aor vichaar kar rahaa thaa ki ab to vo Haliil kaakaa kii godii me soyegaa aor zaruur soegaa, Kesuu roz sotaa he, use nahiin sone detaa, aaj vo soegaa aor zaruur soegaa, nahii to Kesuu ko piitegaa.

Расул ёзув тахтасини қолтиғига қистириб, мадрасадан қайтар экан ҳаёлидан шундай ўйлар кечарди. Энди у Ҳалил амакининг бағрида ухлайди, албатта ухлайди, Кесу ҳар куни ухлайди, уни ухлагани қўймайди, бугун у ухлайди албатта ухлайди, бўлмаса Кесуни уради.

"Ҳалил амаки" ҳикоясида модернистик унсурлардан онг оқими ва ички монологни кўришимиз мумкин. "Ҳалил амаки" ҳикоясини муаллиф сўзлаб беради. Ҳикоя бош қаҳрамони Ҳалил амаки эса хотираларга берилиб, бошидан ўтганларни эслайди. Матнда ҳеч қандай огоҳлантиришсиз қаҳрамоннинг ўтмишига қайтилади. Ҳалил амакининг ўйлари тартибсиз равишда муаллифнинг нутқи орасига қўшиб кетилади. Бош қаҳрамон ўй-фикрлари тартибсиз равишда кечиши билан бир қаторда, муаллиф нутқи ҳам кетма-кетлик асосига курилмаган. Бундан кўриниадики адиб ретроспектив сюжет (ўтмишга қайтиш) дан ўзига хос усулда фойдаланган.

Муаллиф қаҳрамонларнинг ички кечинмаларини баён қилиш билан бирга, ўз фикрини ҳам айтиб кетади:

Khaliil ne chhote se Kesuu se puuchhaa, "Aaj suuraj pachchham se niklegaa!"

Kesuu ke pyaare onthon ne javaab diyaa, "aan" aor apne komal haath Khaliil kii daarhii men uljhaa diye. Khaliil haansne lgaa.

Usne Rasuul se puuchaa, "aaftaab pachchham se niklegaa?" Rasuul ne tamakkar javaab diyaa, "nahiin, tum jhuuth bolte ho"

"Badmaash..." Khaliil ne daantna chaahaa. Rasuul rone lagaa phuut-phuutkar. Vo Khaliil ke tamaachaa jarne par nahiin roya thaa.

Keshav ko kamre men bahut garmii lagne lagii. Vo baahar nikal aaya aor kale aakaash men chamchamaate taaron ko dekhne lagaa, phir maano ve aruchikar pratiit hote hon, dnur jhaariyon ko jhundon ke tale saakaar andhkaar ko dekhne lagaa, jeyse use vo kuchh prashn puuchhnaa chaahtaa ho.

Keshav andar aaya. Diiyaa jalaa diyaa aor phir paanv daabane beth gayaa.

"Rasuul bhii keysaa badmaash he... rone lag gayaa. Nahiin to, Kesuu kabhii nahiin rotaa thaa"

Khaliil kaakaa ne ansuu kii haarh rokne kaa prayatn kiyaa.

Kher, Keshav achchhaa he, Rasuul buraa he, bahut buraa. Par ey Khaliil, tujhko uskii kya chintaa, isliye ki usne tujhe janm-bhar chhalaa be?

Ҳалил кичгинагина Кесудан сўради, "Бугун қуёш гарбдан чиқармикин!"

Кесунинг бежирим лаблари жавоб берди, "ҳа," ва ўзининг юмшоқ қўлларини Ҳалилнинг соқолларига чигалаштирди. Ҳалил кула бошлади.

У Расулдан сўради, "Офтоб гарбдан чиқадими?" Расул жеркиб жавоб берди, "йўқ, ёлғон гапирясиз."

"Ахмоқ..." Ҳалил уни койимоқчи бўлди. Расул ҳиқиллаб йиглай бошлади. У Ҳалилнинг шапалоғидан йигламас эди. Кешав ҳонада жуда исиб кетди. У ташқарига

чиқди ва қора осмонда ялтираб турган юлдузларни томоша қила бошлади, кейин сўз савол сўрамоқчи бўлгандек узоққа, тим қоронғуликка боқди.

Кешав ичкарига кирди. Шамни ёқди ва яна оёгини чордана қилиб ўтирди.

"Расул ҳам ахмоқда... йиғлаб юборди. Бўлмаса, Кесу ҳеч ҳам йиғламасди."

Ҳалил амаки қуйилиб келаётган кўз ёшларини тўхтатишга урунди.

Майли, Кешав яхши, Расул ёмон, жуда ҳам ёмон. Лекин эй Ҳалил, сенга уни ним аҳамияти бор, чунки унинг онаси сени бир умрга алдаб кетганими?

Ҳалилнинг шунча машаққати, меҳри эвазига асраб олган фарзандлари катт бўлганидан сўнг унга ёрдамчи бўлишади. Расулнинг йўқлигини билдирмасликка харака қилишади. Ҳалил бетоб бўлганида у ҳақида қайғуришади. Ҳалилнинг берган меҳрига тарбиясига муносиб равишда жавоб қайтаришади. Ҳалил ўз отаси эмаслигини Кеша билса ҳам уни жуда ҳурмат қилади, у ҳақида қайғуради:

Vo tarun he, kamaata he, khaataa he. Baap ke maarne par Khaliil ne us sambhaalaa, paalaa-posaa, baraa kiyaa. Khaliil bimaar he, aor Keshav uskii puurii seva kar rahaa he. Keshav sochtaa he – baraa achchhaa ho, Khaliil kaakaa jaldi achchhaa h jaae.

У ёш, пул топади, боқади. Отасининг ўлимидан кейин Ҳалил уни қарамоғига олди едириб-ичирди, катта қилди. Ҳалил бетоб ва Кешав у ҳақида қайғуряпти ва ўйлаяпти - "Жуда яхши бўларди Ҳалил амаки тезроқ тузалиб кетсалар".

Юксак санъаткорлар ҳикоясидаги характер тақдирида маълум даражада давр в мамлакат, қолаверса, жамият тақдири намоён бўлади. Юқорида кўриб чиқилган хико қаҳрамонлари орқали биз Ҳиндистонда ўша даврга хос бўлган масалалар (ижтимоий маънавий, диний, миллат тақдири...) ни кўришимиз мумкин. Адиб китобхон етказмоқчи бўлган фикрларини маҳорат билан ҳикоя қаҳрамонлариниг тақдир характерларида мужассамлаштира олган.

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CHALLENGES IN TEACHING INTERNATIONAL STUDENTS IN GROUP SEPARATION

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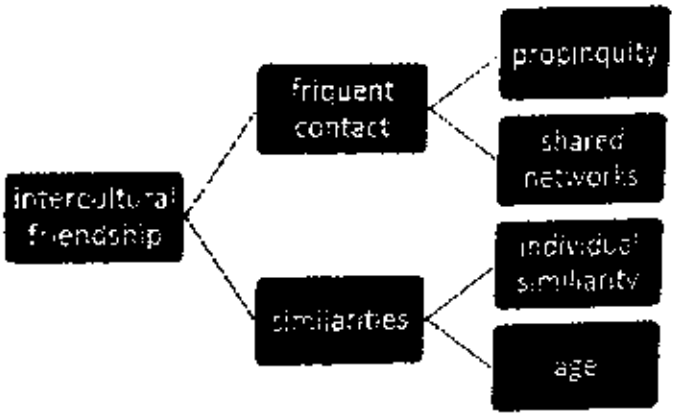
Every year, there are more than thousand new international students coming to many universities starting their higher education path. A higher number of foreign students increased the international competitiveness of universities, but at the same time the international students had to face many problems for instance, culture shock and language barriers. In this report, we focused on issues in teaching international students, especially group separation, language barriers and cultural differences. The problem of group separation lays in isolation experienced by international students from local students, making it harder for them to communicate with each other. Consequently, the result could be to build up language and culture boundaries between the local students and international students. In order to solve these problems, based on our discussion in the report we suggest following techniques:



Frequent contact was found to be a determinant factor in friendship formation: people with whom they had sparse contacts were not perceived as friends, but more as occasional acquaintances; the two sub factors involved are described below.

- Propinquity

Friendship is built easier when it requires few efforts to be established, being perceived as a leisure activity, so, not involving special tasks to be accomplished. In this frame, it is easier to build friendship, when some spaces are shared, such as dorms, common classrooms or libraries where students study together. In fact, students said that they established more intercultural friendships while living in dorms rather than in flats or off-campus accommodations.

- Shared networks

The friendship process is eased also when they are introduced by friends to their friends, essentially speeding up building a social network through common nodes, a well known phenomenon also in other fields, such as computer science

They pointed out similarity as an important factor, and two main subcategories emerged.

- Individual similarity

Common interests, attitudes, values and behaviors were perceived as main aggregators by the majority of the interviewed subjects, as it also eases the friendship process, as the case of propinquity, and helps to see others as individuals, not as representatives of another culture.

- Age

Obviously, having similar ages helps exploiting similarities and common places, as subjects pointed out. Subjects pointed out that talking is essential in establishing friendship, and the more self-disclosure is involved, the more close is the relationship.

- Spoken English skills

Living in a bilingual environment, is very important to have advanced English skills in order to communicate; good English skills, according to stibjects, help to reduce anxiety in initial conversation, increase confidence and allows to communicate more complicated concepts, improving the quality of conversation, perceived as an important part of a relationship, citing the article. With increased competence they gained more rewards from intercultural interaction; and with increased interaction they became more positive in their views of host nationals, willingness to communicate.

- Openness of communication

What subsequently emerged, was the \defensive stance" of these students in relation to a personal communication, involving feelings and personal opinions; they usually wait until the other makes a personal statement, giving theirs in return, thus, a talkative counterpart makes easier starting a new relationship.

Subjects perceived that a certain amount of receptivity of other nationals from local students helps making acquaintances; the two sub factors involved are described in the following.

- Cross-cultural orientation

Interest and openness in other cultures in local students is perceived as an important factor in friendship formation. Students that showed interests in traveling and Japanese culture were the most likely to form a cross-cultural friendsbip. Also, talking in class on common interests is perceived as important, as a student said, as reported in the article

- Empathy

The capacity to understand an overseas student situation, far from its family and with language difficulties, was seen as crucial in building a long-lasting friendship; those students were more likely to establish relationships with local students that showed patience with their faltering English, and kindly wait for them to express what they think without interrupting.

In conclusion, I first presented official statistics from describing quantitatively the presence of international students in universities; then, 1 briefly described mechanisms underlying intercultural friendship formation, sorting out, as in, main topics involved, finally, I overviewed cultural differences, specially focusing on differences between students, from both personal experience and literature.

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WAYS OF GETTING CHILDREN INVOLVED IN LEARNING ENGLISH

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Children usuallyget involved in the language class and provide a natural language learning atmosphere several methods can be used. One of the best ways of catching children's attentiontoward the language class is through funny games and intriguing activities.

Songs, rhymes and games are themost effective fun activities among the other are used for children in the language lessons. In addition, they are marvelous materials for tbe languageteachers to use with young learners because of their onlimitedbenefits.

According to experts and their research, the earlier cbildrenstart learning a second language, the higher their chances ofbecoming more proficienture as opposed to tbeir learning

of itlater. Researchers also claim that the most suitable time tolearn another language is between six and thirteen years of age.

One theory that supports early language learning is the criticalperiod hypothesis. According to the theory there is abiologically specific period of life when language can he learntmore easily. Researchers like Lenneberg (1967) and Bickerton(1981) state that after the critical period, certain abilities ofacquiring a language decrease. According to them secondlanguage acquisition reaches a critical stage during adolescence,after which people usually do not learn a second language.

The power of learning a language is so great in the young learners that it does not matter how many languages you teach them. They can learn as manyspoken language as you let them hear both methodically and frequently at the same time. As for Curtain and Dahlberg (2004), the mainfactor in building foreign language aptitude is the amount oftime spent for acquiring the language. They state thatthe earlierlanguage learning begins, the longer it can go on and the more it provides practice and experience, resulting in achieving greater fluency and effectiveness".

However, though children have huge ability to learn alanguage, the methods and techniques of teaching children are different from those of adults. Here a wrong method of teachingcould lead to a totally opposite result. Hence, it is also very important to consider whichfactors stop children from learning alanguage. One of thesefactors which is to be vital to mention is feeling uncomfortable or under pressure inthe language class that prevents children from learning alanguage. Also they cannot easily comprehend thetheoretical concepts of grammar rules of a language and as aresult, learning rules confuses them even more. Becauseof thoir short attention spans, children cannot concentrate on some boring activities for long durations. Consequently, boredommakes children disinterested in the classroom. Another veryimportant reason for children to stop learning a language is ifthere is excessive correction by the teacher. The research demonstratesthat some of these traditional educational practioes inclassroom teaching may have the effect of preventing ratherthan helping children to learn well. ("The child as a learner", www.teachingenglish.org) Therefore, it is true that no one canforce a child to learn a language. However, by providingfavorable environment, useful resources, carefully structuredinput and practice opportunities, a positive learning atmospherecan be confirmed in the children's class.

They also learn throughexploring, experimenting, making mistakes, repetiting a lot and also by feeling a sense ofconfidence. ("The child as a learner", www.teachingenglish.org)

Finally, they feel encouraged and learn more if a natural environment is provided in the language class.

Songs

Not anything can be as effective as songs in children's language lessons. It has already been stated that children do not pay attention to boring instructions in a language class as they do not know of the significance of learning a language. Theystudy very naturally if they enjoy what they aredoing in the class. It has been said that children have a natural taste for music and because of that English language teachers around tho world use such pleasant and helpful means for children to improve thoir knowledge. (Cakir,http://iteslj.org/, 1999)

As Music is a source of motivation and pleasure, it is far easier for children to reproduce and remember language than words which are just used in speech. In fact, a song or a rhyme can be used very effectively to teach children tho sounds and rhythm of the language and to strengthen vocabulary and structures. Furthermore, songs contain words and expressions of high frequency and offer repetition which children like most. (Cakir, http://iteslj.org/, 1999)

The stress and intonation pattern of the spoken language can he taught through music and rhymes. Namely, Carolyn Graham, an author and teacher trainer at Harvard University, designed Jazz Chants to teach the natural rhythm, stress and intonation patterns of

conversational American English. However, Graham is not the only language teacher who knows the fact that music can be a delightful standard for the authentic acquisition of the language. In addition, language teachers in Turkey have also been using English language songs to let children learn English language through enjoyable activities. (Cakir, http://iteslj.org/, 1999)

Rhymes

It is not secret that young children are always active, energetic and playful. Action rhymes attract young students and help teachers change their natural energy and enthusiasm into expressive learning experiences. Action rhymes also support even beginners link words and phrases with their meanings. Many primary levels like rhymes very much. Some of the reasons for this may be the rhythm, the repetition and most importantly the fun involved in rhymes get children naturally attracted it. Though these young learners can initially find it very problematic to remember how to say complete phrases in a foreign language, they remember whole rhymes easily. For example the rhythm and physical action involved in action rhymes like "Head, shoulders, knees andtoes" provide fun drills of vocabulary for parts of the body. This kind of rhymes also involves lots of repetition which is very effective in children's language class as children love to repeat and mimic words and sounds. Thus, through this kind of activity they naturally learn the language with its accurate sounds, words and sentences.

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INTERACTIVE APPROACH TO TEACH PHRASAL VERBS IN ENGLISH

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The term *phrasal verb* is hard to define as there may be a wide range of interpretations suggested by many scholars and based on various criteria. Firstly, the Longman Dictionary of phrasal verbs describes this English phenomenon as "an idiomatic combination of a verb and adverb, or a verb and preposition (or verb with both adverb and preposition) ". According to I. V. Arnold, combinations forming integral wholes, the meaning of which is not readily derived from the meaning of the component, so that the lexical meaning of one of the components is strongly influenced by the presence of the other, are referred to set expressions which are phrasal verbs.

A phrasal verb is a combination of a verb and one or more prepositional or adverbial particle, in which the main task of combination is to form a single semantic unit and to possess

an idiomatic meaning that is actually not the simple sum of its parts, for instance *put up with* means *tolerate*.

The specific peculiarities of phrasal verbs:

1. They are unique to English
2. They aren't quite as random and irrational as one might think
3. They aren't necessarily informal or colloquial
4. They are commonly used in writing as well as in speech
5. They are a regular part of the English lexicon – part of a much bigger set of verbs, nouns and adjectives meanings of which have developed in similar ways.

Currently phrasal verbs are steadily becoming more prominent with the esealating impact of the English language. It is becoming more momentous to learn phrasal verbs in order to comprehend, converse, read and write English accurately. A great demand for English phrasal verbs arises in TEFL as thoy are often implemented in spoken and written English nowadays.

Probably, if to consider the following reasons given helow phrasal verbs may seem as one of tho toughest aspects for some teachers and learners of the English language:

1. In many cases phrasal verbs cannot be comprehended from their elements as it may have completely another meaning for the reason that it is being used idiomatically. For instance, the verb *to give* means

- to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others,
- to grant.

A learner who knows that meaning of the verb may face difficulty in understanding the sentence *I have given up smoking*, in which the phrasal verb *to give up* means *to renounce (an activity, belief, etc.)*.

2. Many phrasal verbs contain more than one meaning that indicates that they are polysemous. The phrasal verb *to take off* has not only the literal meaning of *to remove or discard (a garment)* but it also has several idiomatic meanings:

- She took off weight every day. (to lose weight)
- The plane from New York to Los Angeles took off. (to become airborne)
- The plague took off many people in this city. (to prove fatal to; kill)
- The newly launched electronic journal has really taken off (to become successful or popular)

3. Several difficulties may occur with the grammar of phrasal verbs, mainly with the position of the particles. There are some phrasal verbs indeed that may change their position; however, at the same time they may alter their meaning. For instance, the meaning of the idiom "turn on," for example, depends a iot on how it is combined with other words.

He turned on me. (He betrayed me; he attacked me.)

He turned me on. (He excited me.)

Instead of learning rules how to use phrasal verbs appropriately and correctly, it is more efficient to memorize and practice them frequently as phrasal verb usage, like English spelling, is quite irregular.

Some certain mistakes often made by most teachers occur while teaching phrasal verbs. The following are possible ways teachers may take into account while implying them to overcome the troubles of managing with phrasal verbs:

1. **A Teacher should never** do the following typical exercises that can be taken from textbooks or the Internet and where students are asked to work with all the phrasal verbs for a particular verb: bring *about*, bring *back*, bring *in*, bring *forward*, etc. Students can be easily confused while completing this kind of tasks.

2. **A Teacher should never** implement such textbooks which just require students to do the exercise before even teaching the phrasal verbs.

A sample of non-successful exercise

Complete these sentences using the correct form of one of the phrasal verbs. Use two of the verbs twice.

get along get round get by get ahead get across get away get down get back get through get over

–She's very good at _____ her message _____.

–The robbers _____ with a million pounds.

–It's a serious problem. We must _____ somehow.

–The news of his death _____ very quickly.

–We don't have much money but we have enough to _____.

–I'll come to the meeting but I'll have to _____ a bit early.

A Teacher should firstly ask himself how the students are supposed to do the exercise if this is the first time they see those phrasal verbs.

Instead of these inaccuracies that may cause learners' frustration, **a teacher should**

1. Approach phrasal verbs systematically. Students should identify the logic behind the particle, and then provide example sentences.

2. Deliver phrasal verbs in groupings as it presents them in small, logical, and manageable groups that students can memorize effortlessly. For instance,

Look after – take care of

Look into – investigate, find more information

3. Teach phrasal verbs in the context of a story. Seeing the phrasal verb in context helps students identify and comprehend the meaning. A teacher may implement funny stories as they are memorable.

4. Implement various communicative activities that are helpful for students not only to memorize them but also to enjoy learning them since it is well-known that **motivation** is a key drive to learn any language.

Samples of interactive way of teaching phrasal verbs

- **Funny story.** This is extremely helpful in allowing them to use the phrasal verb, not just recognize it. The following is a sample funny story with ready helpful exercises.

Aunt Agather and the French Chef *Phrasal verbs with* **go**

My Aunt Agather is looking for a boyfriend. I suggested a friend who is a chef. She said he once **went out with** a chef. She didn't want to **go through that experience** again. She has met him the year before. His name was Jean-Paul, he was a famous French Chef. She wanted to impress him but she didn't know anything about cooking so she **went on** a cookery **course.** On the first day she **bought** the necessary ingredients for the first lesson, some milk. It was very expensive, the price had **gone up**! Prices are always **going up**, she thought. And when she opened the carton, she realised it had **gone off**! Then the teacher arrived! It was her boyfriend. She decided to carry on. He **went through** the first recipe. "This is a famous English recipe that **goes back** to the Romans." Explained Jean-Paul. It was very complicated. Aunt Agather knew she could never make it. Then the teacher **went out** of the room. She suddenly had an idea. She stuck her fork into the electric socket. Bang! The lights **went out,** and then the alarms **went off**. Then the sprinklers **went off**. It was chaos. Aunt Agather never **went back** to the cookery class and she never saw Jean-Paul again.

Exercise 1. Match the phrasal verb with the definition

1.	Go through *an experience*		a. Have an experience
2.	Go off (alarm, bomb, lights)		b. Explode (Bomb), become unlit (lights), start working (alarm)
3.	Go out with *someone*		c. Return
4.	Go on *a course/trip*		d. Do a course, have a trip
5.	Go up (prices)		e. Examine an exercise or exam from beginn end
6.	Go back *to somewhere*		f. Become sour, not fresh
7.	Go back *to the eighteenth ce*		g. Leave a room
8.	Go through *an exam*		h. Be the boy/girlfriend/partner of someone
9.	Go off *(milk)*		i. Have its historical origin in (the eighteen cent
10.	Go out *of a room/building*		j. Increase, rise (intransitive)

To summarize all the above mentioned, producing an improved, effeetive and productive way to educate their students is very significant for all teachers. With the help of interactive methods in teaching phrasal verbs, learners will manage to understand and apply particular phrasal verbs efficiently and confidently in their verbal communication. Teaching and studying phrasal verbs is quite vital in modem English. As far as one understands phrasal verbs and applies them properly in his/her speech, be/she will never be an outsider of the world.

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IMPELEMENTATION OF VISUAL AIDS IN THE CLASSROOM

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Teaching is a process that can be done with two kinds of teaching aids, according to Jamol Jalolov. First, one is main alds of teaching: book, teachers' book, curriculum. Second, one is called extra (helping) aids. It includes pictures, graphs, all the visuals and technological materials.

Prof. G. V. Rogova gives the classification of visual aids like this:

Object- image, thing

Images can be picture and graphs and action, things can be external and auditory. Language also is divided like this: language is sensory-visual, and motion- articulation and graphic. According to the cited data, this classification was based on B. V. Belyayev's recommendation on visuals.

Since the visual type of learners are majority of the people, using different types of visuals are extremely important in classroom. Romana Dolati, Prof. Dr. Cameron Richards states that there are variety of visual learning aids which involves different media that can be used in classroom environment. Pictures are probably the simplest and commonly used type of visuals. Moreover, pictures are also very effective. In the language acquisition of school children pictures are often used as to provide associations for the learning of new words. It goes without saying that we cannot use pictures for any word that is not known to the pupils as

some words are abstract and cannot be illustrated easily. The more concrete a word is, the easier it is to find and uses a picture for its illustration (Anderson &Shifrin, 1980). There has been much research on pictures in learning generally, and a little also in the area of second language learning. For example, Underwood (1989), as cited in Chun and Plass (1996), has concluded that —an ordinary principle and opinions for human learning is visual memory". Likewise, Koren (1999) points out that learning FL lexics with associated of words alone can be easier than words without the associations. Indeed many teachers of young children in the English language classrooms use photo dictionaries to increase the vocabulary and speaking skills of learners.

There are several reasons why visual aids are used with individuals. First, as language difficulties are an identified symptom of the disorder, most people have experience significant difficulties for "breaking the code" of language. Consequently, there is a greater chance that these individuals may better understand what they *see* than what they *hear*. Second, visual aids are permanent. Therefore, unlike words, which quickly disappear into thin air after they have been spoken, visual aids remain continuously available in space andtime. This is helpful for persons who expetience difficulties drawing and/or sustaining attention, who have problems with auditory memory, and/or who require more time than usual to process the meaning of a message. Third, visual aids are independent of background noise. Consequently, they may be an effective way for not only individual who has difficulty distinguishing meaningful spoken information from other auditory information to identify clearly a message directed toward him, but also all the learners *(Joan Gardiner,* Using visual aids to promote learning)

According to Carlos Yorio (1987) an eclectic view of language teaching is the most sensible and the most sensitive way of approaching the language classroom. The creating learning appropriate environment involve a wide range of training and learning styles; instructional methods and techniques for different kinds of learners; motivations of both learners and teachers; and the personal, intellectual, and job-related needs of learners. Language teachers use a variety of teaching aids to make classroom activities interesting and interactive and to create positive learning atmosphere. Teaching aids are important in the teaching and learning process. According to Ranasinghe and Leisher (2009), integrating technology into the classroom begins when a teacher prepare lessons that use technology in meaningful and effective way.

The findings of Nailiveettil George Mathew & Ali Odeh Hammoud Alidmat's study suggest that using audio-visuals as a teacbing method stimulates thinking and improves learning environment in a classroom. Effective use of audio-visual aids substitutes monotonous learning environments. Learners develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the EFL classroom. They suggest that students find audio-visual sessions useful and relevant when it has some direct relation to the course content. Their assumptions gave insights on students' perception and opinions on the use of audio-visual aids and resources.

ESL learners can benefit when teachers give them opportunities to move beyond their stylistic comfort zone using visual aids. However, they may feel uncomfortable initially. Whereas, visual learners can benefit from visual stimuli such as pictures, books, videos, charts, posters, and so on because they benefit from being shown rather than told, while analytic learners can benefit from tbese activities that involve understanding and improve their accuracy"- claim Allen, Kate and Annie Marquez, the writers of the article 'Teaching vocabulary with visual aids'. Their assumptions also includes two special benefits of visuals, clalming using visual aids will not only stimulate students' learning interest, but it also improves the interaction with these visual aids, and can relate them to their past experience or their daily life experience. Moreover, using visual aids will not only develop their literacy

abilities, but also increases their oral ability. Visual aids allow students to have a chance to brainstorm and present their ideas or thoughts.

Ideas alike were given by Canning Wilson, too, He tries to indicate easiness of imagination in learning by using video in ELT to sit down and draw up a list of different ways of using video in the classroom. There are many accounts where interesting video lessons are reported in the literature. He also (2000) suggests that as F/SL educators we must not lose sight of the educational purpose it has in the language classroom although it may be a widespread tool to use with students. To get a desired result in language teaching, using tbe video as an aid, several ways can be used in classroom.

It is a common belief that audio-visual tools are of great help imagining and visualizing in learning of a foreign language. According to Wright (1976:1) a lot of media and different styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes more rather than his ears as his eyes are basic in learning. River (1981:399) clalms that it obviously contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

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СОВРЕМЕННЫЕ ТЕХНОЛОГИИ И МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В ВУЗЕ

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Средствами достижения предметных и метапредметных результатов, а также личностных результатов обучающихся являются образовательные технологии. Система работы педагога по обеспечению результатов обучения иностранному языку обязательно должна включать реализацию следующих технологий: технологию коммуникативного обучения, технологию понимания коммуникативного смысла текста, игровые технологии, технологии обучения в сотрудничестве, проектные технологии и др.

Одной из перспективных технологий обучения иностранному языку и мониторинга качества образования в последние годы становится языковой портфель. Мы считаем, что «Портфель студента» может выступать в качестве компонента технологии организации самостоятельной учебной деятельности и профессионально-личностного саморазвития студентов на занятиях по иностранному языку, представляя собой метод обучения и форму организации самостоятельной учебной деятельности студентов, несомненно, являясь средством формирования у них необходимых навыков рефлексии собственной деятельности, т.е. самонаблюдения, размышления, инструментом самооценки его собственного познавательного, творческого труда.

На наш взгляд, в качестве средства внедрения и расширения личностно-ориентированного и индивидуализированного обучения в высшей школе представляется

возможным выработать формирование Portfolio — учебного «Портфеля» студента (или пакета учебной образовательной продукции студента: Learning Educational Activities Packet = LEAP). «Портфель студента»

— это комплект документов, самостоятельных работ студента, который отражает его усилия, прогресс и достижения в одной или нескольких областях. При изучении иностранного языка в вузе формирование «Портфеля» учебной продукции целесообразно начинать с начала 1 семестра и продолжать вплоть до экзамена. Примерный перечень методологической продукции студентов, включенной в «Портфель» и разработанный автором: 1. Оценочный лист («Scoring sheet») — отдельно или введенный в дневник изучения иностранного языка. 2. Результаты диагностических тестов и их анализ. 3. Результаты контрольных работ и их анализ. 4. Рефераты (индивидуальное чтение). 5. Описание подготовки и участия в общеуниверситетской Олимпиаде по ИЯ. 6. Описание подготовки и участия в научной студенческой конференции. 7. Участие в конкурсе эссе. 8. Материалы индивидуальной проектной деятельности. 9. Материалы участия в коллективных и групповых проектах. 10. Дневник изучения ИЯ. 11. График посещаемости. 12. Саморефлексия учебной деятельности по семестрам. 13. Самооценка работы. Было замечено, что студенты с большим интересом относятся к практике составления своих учебных «Портфелей», работают с энтузиазмом. У них создается целостная картина объективного продвижения в определенной области.

В процессе организации педагогического сопровождения студентов при изучении предмета «Иностранный язык» проектная деятельность может осуществлялась также и в форме «кейсового» метода. Кейс-технологии (обучение на примере конкретных случаев) традиционно применяются в обучении, когда обучаемым предлагаются конкретные ситуации из практики. Преподаватели, пользующиеся кейсовым методом, по-разному понимают его сущность и он трактуется как: — инновационная технология; — в методологическом контексте: сложная система, в которую интегрированы другие методы познания; — форма организации самостоятельной работы учащихся;

— проект; — способ организации учебного материала (например, иноязычному говорению); — вид групповой работы; — средство обучения профессионально-ориентированному общению на английском языке.

Необходимо отметить, что в методике выделяют три вида предъявления кейса: печатный, мультимедиа кейс, видеокейс.

При работе над кейсом выделяются три этапа: ознакомительный, исследовательский, презентационный.

В настоящее время задача преподавателя заключается не только в том, чтобы вооружить обучаемых современными знаниями, но и научить студентов добывать самостоятельно эти знания, уметь усваивать их, опираясь на уже изученное. Для достижения этих целей служит технология Веб-квест (WebQuest), которая применяется как в школьной, так и в вузовской практике обучения. Учителя, преподаватели и методисты изучают данную технологию в разных ракурсах. Так, ученые применяет образовательный веб-квест (webquest) на занятиях по иностранному языку в школе в качестве проблемного задания с элементами ролевой игры, для выполнения которого используются информационные ресурсы Интернета.

«Веб-квест — это дидактическая структура, в рамках которой планируется увлекательная поисковая деятельность студента при помощи Интернета и других средств информации». Веб-квест (webquest) — это определенная форма подачи материала посредством постановки задач, причем решения поставленных задач или ответы на вопросы обучаемые получают с разных сайтов Интернета. Впервые методику Веб-квестов в 1995 году предложили американец Берни Додж и австралиец Том Марч.

Берни Долж классифицировал типы заданий, которые представлены в веб- квесте. Типы заданий следующие: — задание на пересказ (Retelling Task), — задание на компилирование (Compilation Task), — задание на поиск разгадки (Mystery Task), — журналистское расследование (Journalistic Task), — снтуативное задание сзаданными условиями (Design Task),

— творческое задание (Creative Product Task),

— задание на поиск компромисса (Consensus Building Task) и многие другие. Подобная форма работы нацелена на отработку не только видов речевой деятельности (чтение, письмо, аудирование, говорение), но и на отработку коммуникативно-речевых умений (осуществлнне поиска информации, краткое изложение прочнтанного, умение делать выводы, высказывать и аргументировать свою точку зрения).

Результаты выполнения веб-квеста, в зависимости от изучаемого материала, могут быть представлены в виде устного выступления, эссе и т.п. Результатом данной работы могут быть собственные мультимедийные веб-страницы и веб-сайты по заданной теме, составленные из материалов, полученных в ходе работы (тексты, фото, графнка, видеоклипы, звуковые материалы). Эти страницы могут быть размешены на сайте вуза. Результатом работы могут быть также электронные мультимедийные нрезентации в формате Microsoft Power Point или каком-либо другом, которые также можно размещать на сайте универеитета или в пределах образовательной сети университета. Возможно также и изданне результатов веб-квестов в печатном виде (брошюры, разработки студентов) на материалах, полученных из Интернета.

Согласно Берни Доджу, веб-квест предполагает четкую структуру: введение (Introduction), формулировка задания (Task), процедура выполнения задания (Process), оценка деятельности обучаемых (Evaluation) заключение (Conclusion). А также веб-квесты должны строиться по специальной «формуле» и состоять из следующих обязательных частей применительно к учебной деятельности в вузе:

- Введение, в котором студенту представляют проблему, снтуацию, фоновую информацию (Introduction).
- Выполнимое н интересное задание (Task).
- Набор источников информации, отобранных преподавателем, необходимых для выполнения задания (Resources).
- Описание процесса, который приведет студентов к выполнению задания. (Proоess)
- Заключение, которое подводит нтог квеста, напоминает студентам о том, что они узнали и, возможно, дает установку на дальнейшую работу по данной теме (Conclusion).

Жизнеспособными формами работы с веб-квестамн представляются следующие:

- Создание краткосрочных веб-квестов на лингвострановедческие и проблемные темы. Результатом работы могут быть днскуссни, круглые столы, небольшие презентацин.
- Создание среднесрочных н долгосрочных веб-квестов, которые могут выполняться студентами частично аудиторно, частично внеаудиторно, при самостоятельной работе в компьютерных классах.
- Создание веб-квестов самнми студентами. Данный вариант может применяться на старших курсах либо в магистратуре.

Средн преимуществ использования веб-квестов выявлены следующие:

- аутентичность текстового материала н повышение мотивации;
- развитие умений мыслить;
- атмосфера сотрудничества.

Технологии веб-квестов обеспечивают в процессе обучения:

- виртуальную социокультурную среду страны изучаемого языка;
- аутентичность используемых материалов. представленных в сети;
- мотивацию студентов к самостоятельной познавательной деятельности;
- развитие информационной культуры обучаемых как необходимой составляющей общекультурной компетенции современной личностн.

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XORIJIY TILLARNI O'QITISHDA CHET TIL ADABIYOTSHUNOSLIGI VA UNING O'RNI

Turg'unova R
O'zDJTU

Hozirgi kunda mamlakatimizda chet tillarini o'rganish uchun yaratilayotgan shart–sharoitlar ko'lami juda kengdir. Bu borada har hir o'rganuvchining iste'dodi va iqtidorini rivojlantirish dolzarb masaladir. Ushbu muammoning yechlmi sifatida chet til adabiyotshunosligini keltirish mumkin. Adahiyotshunoslik manbalarining boyitilishi chet tilini o'rganuvchilarda katta qiziqish va intilish uyg'otishi juda katta ahamiyatga egadir. Xususan, birgina ingliz tilini o'qitishda foydalanilayotgan adahiyotlar hugungi kun o'rganuvchilarining bilim va ko'nikmalarini shakllantirishda o'zining amaliy ahamiyatini yuqori darajaga ko'tarib bormoqda. Ushbu tadbirning natijasini mamlakatimizdagi kutubxonalar va Oliy Ta'lim muassasalaridagi axborot resurs markazlarining chet til adabiyotlari bilan boyitilishida ko'rishimiz mumkin.

Chet til adabiyotshunosligi bilan tanishish shu davlat tarixi, mudaniyati, urf-odat va an'analari , tili, dini haqida ko'proq ma'lumotlar bilishga imkon beradi. Bu imkoniyat eshiklarini ocnishdagi kalit deb chet tilini o'rganishni olish mumkin. "Til bilgan-el biladi"-, degan maqol dono xalqimiz tomonidan bejizga aytilmagan. Ushbu maqol zamirida, kishini teran fikrlashga majbur qiladigan ma'no –mazmun mujassam. Agar inson o'zi o'rganayotgan chet tilini kichik qismlarini ham bilishni xohlasa, unga yordam beradigan yagona narsa bu-kitob ya'ni adabiyot. To'g'ri hozirgi kunda internet tarmog'i orqali ham ma'lumotga ega bo'lish mumkin lekin kitoh o'qigan paytdagi ichki xotirjamlik va diqqatni bir joyga jamlash internet tarmog'idan foydalanayotganimizda yuzaga kelmaydi. Shu sabahli, bunda berilgan ma'lumotlarni hammasini eslab qolish imkoniyati juda kam. Adabiyotlardan foydalanayotganimizda har bir ma'lumot o'zining ishonchliligi, to'liqligi va qiymatliligi bilan ajralib turadi. Bu jihatdan to'liq hamda ishonchli manbaga ega ekanligimiz bizning ma'naviy yutug'imiz hisoblanadi.

Oliy ta'lim muassasalarini axborot resurs markazlaridagi chet el adabiyotlari bilan jihozlangani va ulardan keng ko'lamda foydalanishga ruxsat etilgani, yoshlarga berilgan eng katta imkoniyatdir. Birgina yaqinda foydalanishga topshirilgan O'zbekiston Davlat Jahon Tillari Universiteti kutubxonasi va axborot resurs markazidagi adabiyotlar miqdori faxrlanishga arziydigan darajada ekanligi ko'zni quvontiradi. Ushbu axborot resurs markazida

500 ga yaqin foydalanuvchilarga o'zbek, ingliz hamda rus tillarida xizmat ko'rsatiladi. Kutubxona o'zida 180 mingga yaqin adabiyotlani o'z bag'riga olgan bo'lib, shulardan 25 mingtasi fransuz, nemis, ispan tilida, 90 mingtasi ingliz tilida, 45 mingtasi o'zbek tilidagi adabiyotlardir. Ushbu adabiyotlar dunyoning eng yaxshi nashriyot kompaniyalari bo'lmish, "Deutsch", "Cambridge", "Oxford" kabilar tomonidan foydalanishga taqdim etilgan. Bu yerda 40 mingdan ortiq bibliografik yozuvlar ham mavjud. Tabiiyki, ushbu yozuvlar ham turli chet tillarida. Bundan tashqari universitetda o'qituvchilar tomonidan turli xil chet tilidagi adabiyotlar ham dars davomida talbalar e'tiboriga havola etiladi.

Dars davomida turli nasbrdagi nazariy hamda amaliy kitoblarning qo'llanilishini o'ziga yarasha afzalliklari mavjud. Birinchidan, talabalarga turli manbalarda keltirilgan turli ma'lumotlarni solishtirib, qaysi biri to'liq va to'g'ri ekanligini aniqlab olish imkonini beradi. Ikkinchidan, ushbu xorijiy tildagi adabiyotlar talabalar o'rgangan nazariy bilimlarni amaliy jihatdan tatbiq etilishiga ko'maklasbadi. Ushbu vaziyatdan foydalanib, talabalar ya'ni bo'lajak o'qituvchilarda kelajakda o'zlari ham shunga o'xshash nazariy va amaliy qismi birlashgan kitoblar yaratishga tajriba paydo bo'ladi. Uchinchidan, xorijiy tildagi adabiyotlarda boshqa o'rganilayotgan tilning gramatikasi va fonetikasi haqida aniq ma'lumotlar keltirib o'tiladi. Bu esa talabalarga bir-birini inkor etadigan gramatik qoidalarni qo'llashdan cheklanish imkonini taqdim qiladi. To'rtinchidan, yuqorida keltirib o'tilganidek, xorijiy adabiyotlar shu chet mamlakat madaniyatini o'rganishda asosiy manba vazifasini bajarishi ham ehtimoldan holi emas.

Chet tillarini o'rganishdagi asosiy manba bo'lib xizmat qilayotgan yana bir manba bu "Oxford" hamda "Cambridge" ning izohli lug'atlaridir. Ushbu izohli lug'atlar xorijiy tildagi so'zlarning asl mohiyati va mazmunini, qayerda va qaysi paytda qo'llanilishini nazorat qiladi.

O'zbekiston Respublikasi Prezidenti Islom Karimovning 2012-yil 10-dekabrdagi "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" gi 18/75- sonli qarori ijrosini ko'rish maqsadida ta'lim muassasalarida jahon adabiyoti fanlarim joriy etilishini ko'rishimiz mumkin. Hozirgi kunda darslarni to'liq ingliz tilida o'zlashtirish va olib borish , ayniqsa talabalarni ingliz tilidagi nutqini o'stirish mqasadida audio diskli kitoblarni fanga joriy etilishi ulkan zafarlardan biridir.

Chet tillarini o'rganishda chet el adabiyoti manbalaridan foydalanishdan ko'zda tutilgan maqsad shundan iboratki, o'quvchilar til haqidagi bilimlarni shunchaki o'zlashtirib qo'ya qolmay uning butun go'zalligini his etish, til sezgirligi tarkib topishi, ingliz tilidan nutq vaziyatiga ko'ra o'rinli hamda savodli foydalana olish malaklariga ega bo'lishlari lozim.

Olimlarning ta'kidlashicha, har bir inson kamolot sari intiladi. Jamiyatda yashash uchun insondagi tug'ma ne'matlarning o'zi yetarli emas. U tarixiy taraqqiyot jarayonida insoniyat tomonidan bunyod etilgan ne'matlardan bahramand bo'lishi va ulardan imkon qadar o'rganishi, o'zlashtirishi kerak. Inson oldida ajdodlar tomonidan asrlar davomida to'plangan behisob moddiy va ma'naviy boylik mavjud. Yillar o'tgani sayin ajdodlar o'rnini avlodlar egallaydi, biroq ajdodlar qoldirgan boy madaniy meros avloddan avlodga o'tib, boyib, rivojlanib, takomillashib boradi. Til ana shunday noyob madaniy merosdir.

Til vositasida o'zaro fikr almashinadi, hissiyotlar namoyon bo'ladi, insoniyat hayoti davomida to'plagan tajribalar bilan tanishish imkoniyati yaratiladi.

Muloqot vositalari ko'p, biroq faqat til orqaligina fikringizni, quvonch va tashvishlaringizni, hissiyotlaringizni ifodalash mumkin. Boshqa vositalar inson ruhiyatini, hissiyotlarini tilchalik ifodalay olmaydi. Darhaqiqat, kishilik jamiyatida biror - bir jarayon yo'qki, til ishtirok etmagan bo'lsin. Zero, tilning ana shunday beqiyos imkoniyatlaridan o'quvchi – yoshlarni barhamand etish, ona tilimiz bilan bir qatorda chet tillarga hurmat – ehtirom tuyg'ularini tarbiyalsh ushbu soha mutaxassislari zimmasidadir.

Xulosa qilib aytganda, mamlakatimizda chet tiliga oid adabiy manbalar kundan –kunga beyib bormoqda. Bu manbalar asnosida davlatimizdagi kasb-hunar kollejlari va akademik litsey o'quvchilari uchun yangi "B1" va "B2" kitoblari yaratildi va foydalanishga topshirildi.

Ushbu kitoblar yuqori malakali xorij mutaxassislari tomonidan tajribadan o`tkazildi va muvaffaqiyatli darsga tadbiq etildi. Bu ham chet tili adabiyotshunosligining mamlakatimizda taraqqiy etganligi belgisidir.

Foydalanilgan adabiyotlar ro'yxati:

1. 1. A.Karimov 18/75- sonli "Chet tillarini o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarori
2. www.google.uz
3. www.ziyonet.uz

USAGE OF AUTHENTIC MATERIALS IN THE CLASSROOM

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The wide variety of different types of text means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure. For example, the advantage of taking a complete newspaper or magazine into classroom, rather than photocopies of an article, is that students can actually choose what they want to read. The more the learner reads, the better reader he becomes, improving not only his language level but also assurance. One of the aims of authentic materials is to help the student react in the same way as native language speakers do. Learners who live in the target language environment, once outside of the classroom will encounter a variety of situations in which different reading purposes/skills are required. The main advantages of using authentic materials in the classroom therefore include:

- having a positive effect on student motivation;
- giving authentic cultural information;
- exposing students to real language;
- relating more closely to students' needs;
- supporting a more creative approach to teaching.

These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems. The negative aspects of authentic materials, as Martinez[2] mentioned, are that they can be too culturally biased, often a good knowledge of cultural background is required when reading, as well as too many structures being mixed, causing lower levels problems when decoding the texts.

Language reflects the rich experience of the people, the uniqueness of customs and way of life, living conditions, assessment of reality. As an important means of concentration of information about the world, it also serves as a necessary sign of a people. Each language keeps its culture, is involved in the formation of identity, national character, ethnic community, the people and nation.

Sometimes we come across the situations when students bring copies of newspaper articles or song lyrics to the classroom, asking to translate them after having looked up each word in the dictionary and not understood a single word. Richards[3] (2001) notes that authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which can often create problems for the teacher too. They can also become very dated, very quickly but unlike textbooks can be updated or replaced much easier and more cost effectively. Hence it follows the biggest problem with authentic materials is that if the wrong

[2] Martinez, A.G. (2002) Authentic Materials: An Overview on Karen's Linguistic Issues.

[3] Richard. J.C. (2001) *Curriculum Development in Language Teaching* Cambridge C.U.P

type of text is chosen, the vocabulary may not be relevant to the learner's needs and too many structures can create difficulty. This can have the opposite effect, rather than motivate the learner; it can de-motivate him, which is unpleasant. According the table we can observe the prevalence of usage authentic materials.

Authentic Reading Materials

Advantages	*Disadvantages*
"Real" language exposure with language change/variation being reflected.	Often too culturally biased, difficult to understand outside the language community.
Students are informed about what is happening in the world focusing more on content and meaning than on language.	Vocabulary might not be relevant to the student's immediate needs.
Textbooks tend not to include incidental/improper English and become outdated very quickly.	Too many structures are mixed so lower levels have problems decoding the texts.
The same piece of material can be used for different tasks.	Special preparation is necessary, can be time consuming.
Ideal for teaching/practicing mini-skills-skimming/scanning.	Can become outdated easily, e.g. news stories, articles.
Contain a wide variety of text types, language styles not easily found in conventional teaching materials.	
Encourage reading for pleasure, likely to contain topics of interest.	

When bringing authentic materials into the classroom, it should always be done with a purpose, as highlighted by Senior *"...we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials."*[4] Students feel more confident, more secure when handling authentic materials as long as the teacher gives them with pedagogical support.

Authentic materials should be used in accordance with students' ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of the learner. It can be done by removing any difficult words or structures but it can also remove basic discourse qualities, making the text *"less"* authentic.

The basic parameters to consider when simplifying a text are:

- Linguistic simplicity: grammatical structures, lexical items and readability;
- Cognitive simplicity: age, education, interests of the learner;
- Psychological simplicity: does it follow traditional social norms?

Stages of conducting reading and reading activities can be subdivided into three stages: pre-reading, while reading and post-reading. As it was admitted by Hedge T. "People reading in foreign language often need to be given support before they begin reading, an introduction which motivates reading by creating interest in the topic and which facilitates reading by developing background understanding and linguistic knowledge".[5]

While working with authentic material learners are able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. The process of

[4] Senior, R (2005) Authentic Responses to Authentic Materials in English Teaching Professional 38, pp71.
[5] Hedge, T. Using Readers in Language Teaching. - London 1985. pp. 96.

reading according above mentioned steps makes it more effective and easy to understand

When selecting an authentic text for use in the classroom, teachers must keep the different purposes for using that text in mind. The primary purpose for using the text should be the same as it would be outside of the classroom. This can be called the "real world purpose." For example, if students are working with the *Yellow Pages*, they should be looking for information that they need, rather than for a list of spelling words chosen by the teacher.

The second purpose for using the text is the instructional purpose, which is typically the concern of the teacher. Many students do not have a lot of experience using the *Yellow Pages* on their own, and may not understand the structure. Teachers using them in their classrooms must be prepared to help students become more comfortable with the format of the text. This may include classroom activities that are thought of as traditional, such as alphabetizing. Words in the text may illustrate a point the teacher has been trying to make (such as a spelling rule), and these can be highlighted.

However, in choosing to work with authentic materials, the "students' real world purpose" always comes first. The instructional purpose should not drive the lesson, but should be part of the support structure the teacher puts in place to help students meet their primary goal of using the text in the same way they would outside of school. While a certain brochure may have vocabulary in it that a teacher wants to introduce to the class, the text's pedagogical function must not replace the student's own reasons for wanting to work with the text, such as answering a question students have about health.

Consequently, choosing materials with themes and ideas which are of importance, containing real world experiences, and which have applications inside and outside the classroom is one of the major tasks of teacher. Also the materials must be sensitive to the developmental progress of the learners and higher levels of thinking must accompany when instructing authentic materials are taught.

To sum up, we can say that authentic materials are abundant; the selection to fit them into the learning/teaching context is not accomplished effortlessly. First and foremost, learners' language level must be considered in selecting texts and texts must be carefully examined for their lexical and structural difficulty. While choosing appropriate themes and topics, learners' needs and interests are required to be reflected on.

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RESEARCHES BASED ON LISTENING TASKS

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Until recently, listening comprehension attracted little attention in terms of both theory and practice. While the other three language skills (i.e., reading, writing, and speaking) receive direct instructional attention, teachers often expect students to develop their listening skill by

osmosis and without help. In the osmosis approach (as it is cynically labelled by Mendelsohn (1984)), also known as the Audio-lingual method, it is believed that if students listen to the target language all day, they will improve their listening comprehension skill through the experience. The fact that listening has been neglected or poorly taught may have stemmed from the belief that it is a passive skill and that merely exposing students to the spoken language provides adequate instruction in listening comprehension.

The roots of audio-lingualism lie in the early years of the 20th century, and had a significant influence on theories of language teaching. Among these were: (a) the entrenchment of positivistic pragmatism, (b) the blossoming of American structural linguistics and behaviorist psychology, and (c) the expression of scientific thought through formalisms.

Bebaviorists drew inspiration from Pavlov's conditioning experiments, which promoted an account of behavior in terms of stimulus and response and suggested that these could be expanded into an ever-widening network through association and newly learned responses strengthened through reinforcement. Language development was thought to be explained in a similar way; languages are ultimately finite entities and might he iearned through imitation and practice. This traditional approach to listening, which treated it as an enabling skill for production-oriented activities, "has trapped students in a frenzied 'Hear it, repeat it!', 'Hear it, answer it!', or 'Hear it, translate it!' nightmare".

In addition to the American Audio-lingual Approach, the English language teaching programs of the British Situational Approach did not pay much attention to listening beyond its role in grammar and pronunciation drills and learners' imitation of dialogues during the 1940s, 1950s, and 1960s.

Arguments for listening comprehension began to be voiced in the mid-1960s by Rivers, who has been "long an advocate for listening comprehension". Rivers (1966) had enough foresight to say that, "Speaking does not of itself constitute communication unless what is being said is comprehended by another person", and that "Teaching the comprehension of spoken speeches is therefore of primary importance if the communication aims is to be reached".

One of the events that brought about this paradigm shift was the Second AILA (International Association of Applied linguistics) Conference in 1969 which was held in Cambridge, England. As Morley states, in retrospect, the four themes that dominated the conference seem to have been prophetic in pointing the way toward the trends in second or foreign language education during the last quarter of the twentieth century. New views on the importance of the following issues were proclaimed at the conference: (a) individual learners and the individuality of learning, (b) listening and reading as non passive and very complex receptive processes, (c) listening comprehension's being recognized as a fundamental skill, and (d) real language used for real communication as a viable classroom model.

Then, slowly and steadily, more attention has been given to listening comprehension. In the 1970s, the status of listening began to change from being incidental and peripheral to a status of central importance. Instructional programs expanded their focus on pragmatic skills to include listening as well as reading, writing, and speaking. During the 1980s, as researchers became increasingly interested in exploring the intricacies of this complex skill, more research, theory building, and curriculum development on listening comprehension were done. Throughout the 1990s, attention to listening in language teaching increased dramatically. Aural comprehension in second or foreign language acquisition became an important area of study.

Listening is now considered as an active skill that involves many proeesses. Listening comprehension is a "highly ***complex problem-solving activity***" that can be broken down into a set of distinct sub-skills. As Richards (1985) points out, "current understanding of the nature of listening comprehension draws on research in psycholinguistics, semantics, pragmatics, discourse analysis, and cognitive science".

Research into listening over the past three decades has, above all, highlighted the fundamental intricacy of the processes involved. In order to comprehend spoken messages, listeners may need to integrate information from a range of sources: phonetic, phonological, prosodic, lexical, syntactic, semantic, and pragmatic. The fact that we achieve all this in real time as the message unfolds makes listening "complex, dynamic, and fragile".

Berne (1998) reviewed a growing body of literature related to L2 listening. This literature includes empirical research, such as the studies reviewed in Oxford (1993) and Rubin (1994) as well as those published in Flowerdew (1994). The L2 listening literature also includes a number of theoretical and pedagogical monographs, such as Ur (1984); Rixon (1986); Anderson and Lynch (1988); Underwood (1989); Rost (1990, 1991); and Mendelsohn and Rubin (1995). Berne points out that the following facts about L2 listening comprehension have emerged from the literature:

1. Familiarity with passage content facilitates L2 listening comprehension.

2. Lower-proficiency L2 listeners attend to phonological or semantic cues, whereas higher-proficiency L2 listeners attend to semantic cues.

3. The effectiveness of different types of speech modifications or visual aids varies according to the degree of L2 listening proficiency.

4. Repetition of passages should be encouraged as it appears to facilitate L2 listening comprehension more than other types of modifications.

5. The use of pre-listening activities, particularly those that provide short synopses of the listening passage or allow listeners to preview the comprehension questions, facilitate L2 listening comprehension.

6. The use of videotape, as opposed to audiotape, as a means of presenting listening passages facilitates L2 listening comprehension, especially with regard to attitudinal and attentional factors.

7. The use of authentic, as opposed to pedagogical, listening passages leads to greater improvement in L2 listening comprehension performance.

8. Training in the use of listening strategies facilitates L2 listening comprehension and L2 learners can and should be taught how to use listening strategies.

9. Due to the complex nature of listening comprehension, L2 listening practice should encompass a wide range of situations where listening is required as well as different types of listening, different types of listening passages, different modes of presentation (e.g., live, videotape, audiotape), and different types of activities or tasks.

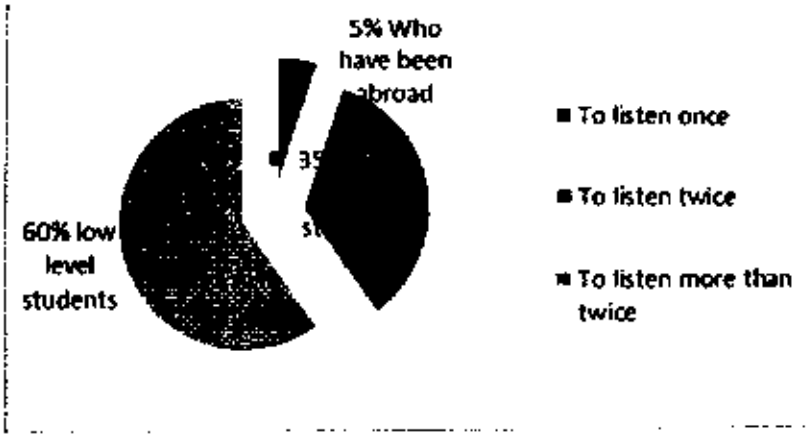
In spite of the growing literature on listening comprehension, Berne also points out, by analyzing the survey of language instructors she conducted, that there are gaps between L2 listening pedagogical theory and practice, and between L2 listening research and practice.

Research in L2 listening has focused on identifying what factors are involved in the process of listening and how variation in these factors affects the product of listening comprehension. This research has centered on variables such as speech rate and pausing, stress and rhythmic patterning, sandhi variation, morphological and syntactic modifications, discourse makers, elaborative detail, memory, text type, and prior knowledge, as well as other psychological variables such as anxiety, self-confidence, and gender.

The majority of this research has focused on cognitive factors, and very little attention has been focused on the social context of listening. Since (a) the social relationship has an effect on language behavior, (b) the social relationship has an effect on conversational interaction, and (c) conversational interaction has an effect on listening comprehension, the social relationships in an interaction may have an effect on listening comprehension.

In our research work we prepared questionnaires (figure № 5) for EFL students where we asked about how many times they need to listen the information to understand the whole meaning and the answers were absolutely different: more than 60% percent of students

answered that in order to do the tasks based on general and specific meaning they need to listen more than twice. Only 5% of students answered that they need to listen once. As the reason for this they have been abroad, they have had a chance to listen native-spcakers and authentic mass media. Other 35% of students had high level and it was enough for them to listen twice.



Although listening comprehension is now well recognized as an important facet of language learning, much work remains to be done. Unfortunately, a significant number of published courses on listening comprehension and classroom practices in many schools in many countries continue to demonstrate that listening is still regarded as the least important skill in language teaching.

Listening is an active process of selecting and interpreting information in the human brain, but most EFL learners don't use their brains actively while they follow the first teaching task. That is why the right order of system of exercises in teaching listening is important factor. Successful listening can also be looked at in terms of the strategies the listener uses when listening. While organizing pre-, while- and post-listening tasks to provide numerous opportunities for students to practice listening skills and to become actively engaged in the listening process the three phases of the listening should he followed.

It is true that listening comprehension attracts little attention in terms of both theory and practice. The old methods of listening materials served to improve other skills, whereas new method totally changed the aim of listening task and results that are by listening one takes an information and react on it and new methods of listening is directed not to understand only but also react, problem solving, remembering, evaluating and others. Besides, our research showed that many EFL students recognize and understand the information by listening twice or more and yet, despite a gradually increasing acceptance of the importance of the listening comprehension for ESL and EFL students the teaching of listening comprehension remains a somewhat neglected and poorly taught aspect of English.

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ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШДА ТИНГЛАШ, ГАПИРИШ, ЎҚИШ ВА ЁЗИШ КЎНИКМАЛАРИНИ РИВОЖЛАНТИРИШ

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Хорижий тилларни ўкитишда Европа кенгашининг "Чет тилини эгаллаш умумевропа комптетенциялари, яъни ўрганиш, ўкитиш ва бахолаш" тўғриси-даги умумэътироф этилган халкаро меёрлари (CEFR) га кўра ўрганилмокда. Ушбу фанни ўрганиш оркали талабалар тўртта тил кўникмаларинига эга бўлишмокда. Булар куйидагилар: сўзлашиш, тинглаб тушуниш, ўкиш ва ёзиш амалиётлари.

CEFR-инглизча Common European Framework of Reference, яъни Европа Умум Бахолаш Меъзони деган маънони англатади. Бу йўналиш тил ўрганув-чи ва ўргатувчиларга чексиз имкониятлар берадмовда. Бундан ташкари тил ўрганишда, тилни кўллашда ва тил ўрганиш усулларини эгаллашда талабаларнинг транспарент ва киёслаш усуллари имкониятини яратмокда.

Бу борада Ўзбекистон Республикаси президентиининг 2012 йил 10-декабрьда "Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги№ 1875-карори кайд этилган. Унда замонавий педа-гогик ва ахборот-коммуникация технологияларидан фойдалангап холда ўки-тишнинг илғор услубларнни жорий этиш йўли билан, ўсиб келаётган авлод-ни чет тилларга ўкитиш, шу тилларда эркин сўзлаша оладиган мутахассис-ларни тайёрлаш тизимини тубдан такомиллаштириш хамда бунинг негизида, уларнинг жахонцивилизацияси ютуклари ва дунё ахборот ресурсларидан кенг кўламда фойдаланишларн, халкаро хамкорлик ва мулокотни ривожлантириш-лари учуп шарт-шаронт ва имкониятлар яратиш хакида сўз юритилган.

Тинглаш ва гапириш аспектида асосан талабалар мавзуга оид диолог-ларии тинглайдилар ва тушунганларини мухокама киладилар.Ўкитувчи шу диологга тегишли савол-жавоб ўтказади. Орада шу мавзуни ролли ўйин оркали хам ёритиб берадилар. Бу ролли ўйин вазифасида талабалар 3-4 гурухга бўлинишади. Талабаларга тайёргарлик кўриш учуп 15 дакика вакт берилади. Тайёр бўлишганидан сўнг намоиш этилади. Бу намоиш 4 хил меъзон бўйича бахоланади.

1. Нутк равонлиги.
2. Навбат алмашиш.
3. Саволлар сўраш ва жавоб бериш.
4. Услуб.

1. Нутк равонлигида талабанинг тутилишларига эътибор берилади.

Шуларга вактида эътибор берилса, кейинги сафар талабалар хато килмаслик-ка харакат килишади. Кейинги боскичда нуткнинг тезлиги табиийми йўкми, шунга ахамият берилиши лозим. Керакли жойда овоз оханги ўзгаряптими, масалан, саволлар сўраганда ажабланиш холатлари, шуларга тайёр туриш керак бўлади.

2. Навбат алмашишда сухбат давомида навбат алмашиш табиийми? Сухбатга кириш ёки тугаллашни кўрсатишга мос иборалар ёки хатти-харакатлардан фойдаланилдими? Бир сўзловчининг нутки бошка сўзловчининг фикрларига богланганми? Шуларга эътибор каратиш керак.

3. Саволлар сўраш ва жавоб беришда саволлар ўринли сўралдими йўкми, жавоблар тўғри тарзда берилдими, шуларни текшириб, талабаларга тушунти-риб бориш керак.

4. Услубларни кўллаганда расмий ёки норасмий бўллими, вазиятга мосми? Бундан ташкари грамматик структуралар ва сўзлар мурожат килиниган шахсга нисбатан тўғри ва ўринли ишлатилдими, шуларни эътиборга олиш керак.

Лойиҳа иши олиб борилади. Бунда ҳар бир талаба гурухларга бўлиниб 1 гурухда 12 талаба бўлса улардан 3-4 га булинишади Ioй давомида тўплаган маълумотларини презентатсия оркали намоиш этадилар. Бу, ой охирида топширилади рейтинг, яъни бахоланиш ва савол-жавоблар оркали назорат килинади. Ундан олдип 3-4 турухга бўлинган талабалар ўтилган янги мавзу бўйича материаллар йигишади. Уларга тегишли бўлган суратлар, янгиликлар ва бошка маълумотлар тўплаб уларни қўлланма ва китоб сифатида тайёрлаб келадилар. Ҳар бир вазифа турли хил кўринишда бўлса талабаларда қизиқиш уйгонади.

Дарс мобайнида турли ролли ўйинлар, ҳатто саҳна кўринишларини ҳам ўтказишлари мумкин. Бу жараёнда улар шу мавзуга тегишли ситуацияларни кўриб чикадилар. Уларга тайёргарлик кўриш учун 15 минут берилади. Тайёр бўлишгандан кейин улар ўзларн тушунган бўйича рол ижро этишади. Бундан ташқариўкитувчи талабаларга турли кўринишдаги ситуациялар, сўзлар ва изохлар берилган карточкаларни тарқатиб, шу мавзуга онд маълумотларни беради. Бу технология кўп маротаба қўлланилди ва яхши натижаларга эришди, айникса пассив талабалар ҳам қизиқиб янада кўпрок иштирок этишга харакат килади. Агар ўқитувчи ҳар бир талабага ҳар хил кўринишда карточкалар тайёрласа,шунда ҳар сафар талаба ҳам жавоб беришга харакат килади. Мисол тарикасида "Food" мавзусини оламиз. Бу тегишли турли хил озик-овқатларни номи ёзилади ва талабаларга тарқатилади. Улар буларга тегишли маълумотларни айтиб ўтишлиги керак бўлади. Ёки сабзавот ва меваларини алохида карточкаларга ҳарфлар ёзилади ва аралаштирилиб столга қўйилади. Талабалар ҳар бир ҳарфлардан сўз ясашлари керак булади. Шу мевани ёки сабзавотни сўзини топгандан кейин уларни қайсн таомга ишлатишимиз мумкин ёки мумкинмаслигини тушунтириб ўтишади. Бу вазифа ҳам 3-4 гурухга бўлинса, биринчи гурух кандай салад тайёрлаши ҳақида,иккинчи гурух кандай таом тайёрлаши ҳақида, учинчи гурух эса кандай ширинлик тайёрлаши ҳақида айтиб ўтишади.

Видео ва аудио воситаларидан фойдаланган ҳолда тинглаш ва тушунишга мўлжалланган матн ва вазифалар кўриб чиқилади. Бунда талабалар тиглаш ва тушуниш қобилятини ривожлантиради ва малакасини янада оширади.Агар талаба бир маротаба эшитганда тушунмаса, унда у уйга вазифа килиб берилади. Шунда у уйда 10 ёки 20 маротаба эшитиши керар бўлади. Қанча кўп эшитса, шунча кўп тушуна олади. Бу вазифаларга тегишли яна тинглаб тушиниш учун қўшимча ёзма тарикасида мустакил иш берилади. Бу иш бир ой давомида 4 маротаба ёзилади. Бунда талаба ўзи тингяаб тушунган аудионн қанчалик яхши тушунганини ёзади.

Мустақил ўқиш берилади. Буида талабалар ўзи хохлаган бадий китоб ёки мавзуга оид матнни ўқийди, тинглайди ва ўз талаффузи устида ишлайди. Баъзи вақтларда талаба 5-10 маротаба ўқиса ҳам тушунмайди. Унинг учун керак бўлса 15-20 маротаба ўқиши керак, ва охир-окибат албатта талаффузн яхшиланади. Буни талаба ҳам сезади. Қанча кўп ўз устида ишласа,шунча кўп билими ҳам ошади, талаффузи янгиланади ва ривожланади.

Юкоридаги кўрсатиб ўтилган технологиялардан фойдаланилса, билим олиш стратегиялари шаклланади ва ривожланади, ўз фикрларини оғзаки ва ёзма баён килишдаги равонликни амалий топшрикларга асосланган машгулотлар ва лойиҳа иши асосидаги вазифалар воситасида яхшилайдилар.

Кейинги аспектимиз ўқиш ва ёзиш. Бунда талабаларни ўқиш ва ёзиш кўникмалари ривожланади. Бу дарс жараёнида ўқитувчи ўтилаётган мавзубўйича талабаларга янги мавзуни қай даражада тушунганлигини билиш мақсадида ҳар ой ёзма равишда вазифа беради. Бу вазифани афзаллиги шундаки, талабалар биринчи марта ёзган вақтда тушунмай ёзиши мумкин. Баъзилари эса ёзиш керак экан деб ҳато ва маъносиз ёки бир-биридан кўчириб ёзиб беришади. Лекин бу вазифа нима билан илгари

вактлардаги вазифалардан ажралиб туради, бундан уларнинг хабарлари йўқ. Бу вазифа шу билан ажралиб туралики, иларни вактларда ёзма вазифалар берилган вактда кўпчилик талабалар бир-биридан кўчиришар эдилар. Аммо хозирги янги ўкув услубида талабалар ўтилган мавзуни тушуниш ёки тушунмаганлигини ёзади. Шунинг учун хар бири ўзи учун ёзиш керак бўлади, чунки агар талабанинг ўзи ёзмаса у нимани тушунди ва кайси хатоларини устида ишлаш кераклигини билолмай колади. Шунинг учун ёзма равишдаги вазифаларни ўзи ёзган мухим. Юкорида айтиб ўтилгандай бошида хато билан ёзса кейинги сафар хатолари камайиб-камайиб боради ва охир-окибат тўгри ёзишни хам ўрганиб олади. Бу вазифа талабаларни ёзиш кўникмаларини ривожлантиради. Яна бу вазифага тегишли ўзини саволлари берилган бланка берилади. Бу талабалар учун ўрганчик саволлар десак хам бўлади, чунки шу саволларга батавсил жавоб ёзса, шу ёзма вазифани бажарган хисобланади. Бундан ташкари турли хил маиклар берилади ва улар бажарилади. Маиклар хам ўзига яраша хар хил кўринишда бўлади. Тингланг ва гапиринг дарсида текстга тегишли аудио кўйилиб, унинга богланган маиклар бажарилса, ўкиш ва ёзиш дарсида эса асосан кўпрок текстларни ўкиб вазифаларни ёзма тарзда амалга оширилади. Шу тарзда тинглаб гапириш, ўкиш ва ёзиш кўникмаларни аста секинлик билан ривожлана боплайди. Талабаларда янада кизикиш хамда ўз устида ишлаш хисси пайдо бўлади.

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XORIJIY TILLARNI O'QITISHDA ZAMONAVIY INNOVASION TEXNOLOGIYALAR VA METODLARNI QO'LLASH

Suyarova Sh
ToshDAU

"Biz farzandlarimizning nafaqat jismoniy va ma'naviy sog'lom o'sishi, balki ularning eng zamonaviy intellectual bilimlarga ega bo'lgan, uyg'un rivojlangan insonlar bo'lib, XXI asr talablariga to'liq javob beradigan barkamol avlod bo'lib voyaga yetkazish uchun barcha imkoniyat va sharoitlarni yaratishni o'z oldimizga maqsad qilib qo'yganmiz" deydi yurtboshimiz Islom Abdug'aniyevich Karimov. Shunday ekan hozirda samarali ta'limning zamonaviy usullarini yaratish yetakchi masalalardan biriga aylangan. Bunda multimedia va multimedia mahsulotlarining o'rni beqiyosdir. Bugungi kunda Xorijiy tilni bilish o'ta muhim ahamiyat kasb etganligi bois chet tili o'qitish tizimini ham isloh etish, dars jarayonlarida zamonaviy pedagogic va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or usullarini qo'llash ta'limdagi dolzarb masalalardan biriga aylandi. Zero, Prezidentimiz tomonidan 2012-yil 10 –dekabrda e'lon qilingan "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" gi qarori chet tili ta'limini rivojlantirish. o'sib kelayotgan yosh avlodni zamon talablariga mos yetuk mutaxassis etib tayyorlash kabi ezgu maqsadlarga yo'naltirilganligi bilan alohida ahamiyat kasb etadi. Bugungi kunda ta'lim tizimining barcha bosqichlarida zamonaviy pedagogic va axborot-kommunikatsiya texnologiyalari (AKT)dan foydalangan holda o'qitishning ilg'or uslublarini joriy etish, o'sib kelayotgan yosh avlodning chet tillarga qiziqishini yanada oshirish va o'z navbatida, shu tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish,

shu bilan bir qatorda ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun sharoit va imkoniyatlar yaratish ko'zda tutilgan.

Chet tillarni izchil o'rganishda zamonaviy axborot-kommunikatsiya texnologiyalaridan samarali foydalanish muhim ahamiyatga ega. Avvalo, ta`lim texnologiyasi so`ziga ta`rif beraylik: Ta'lim texnologiyasi – ta'lim modellarini optimallashtirish maqsadida, inson va texnika resurslari va ularning o'zaro ta'sirini hisobga olgan holda, butun o'qitish va bilimlarni o`zlashtirish jarayonini yaratish, qo'llash va aniqlash tizimidir. Aynan tizimli yondashuv pedagogic texnologiyani o'qitishga boshqa yondashuvlardan farqlovchi asosiy belgi hisoblanadi.

Ta'lim vositalarining yangi shakli nafaqat muloqot, axborotlarni uzatish uchun yangi imkoniyatlarning vujudga kelishiga, balki an'anaviy ta'lim va ma'lumot axborot vositalari bilan taqqoslaganda zamonaviy madaniyatda o'zgacha o'rin olgan yangi muammolarning, yechimlarning, yangi kesishish nuqtalarining vujudga kelishi uchun ham imkoniyatlar yaratadi, Chet tilidarslarida AKT va xususan, Internetdan foydalanish orqali bir necha didaktik masalalarni hal qilish mumkin. Bulardan, talabalar bilimini tekshirishda:

- turli xildagi on-line, ya'ni interaktiv rejimdagi testlar;
- off-line testlar, ya'ni testlarning electron variantidan foydalanish;
- Internet tizimida bilimi bosblang'ich bosqichdan boshlab eng yuqori bosqichdagi talabalar uchun ko'plab sinovlar TOEFL, IELTS kabi testlar mavjud. Bu kabi testlarning o'quvchi uchun afzalligi obyektiv va tezkor javobidadir. Bir vaqtning o'zida turli bilim saviyasiga ega talabalarga turli testlar berilishi, yangi mavzuni tushuntirishda: dars sifatini fotosuratlar, kliplar, kinolavhalar, video lavhalar orqali oshirish, masalan: o'quvchilar kitob matnidan turli xorijiy davlatlar haqida oddiy ma'lumot olibginaqolmay, shu davlatlarga virtual sayohat, chet davlatlarning an'ana va urf-odatlari haqida video lavhalar, qo'shiqlar, kliplar tomosha qilishlari mumkin.

O'tilgan mavzuni mustahkamlashda:

- o'quvchilar loyiha yaratishlari;
- fanlar aro darslar o'tishda qo'shimcha ma'lumot qidirisb;
- Taqdimot tayyorlash yoki electron pochta orqali chetellik do'stlari bilan suhbat o'tkazish orqali o'quvchilarning bilim olishga bo'lgan ishtiyoqini sezilarii darajada ko'taradi.

AKTdan foydalanib, dars o'tishda o'qituvchi unga Davlat standartlari asosida reja tuzib, tayyorgarlik ko'rishi kerak. Darsda AKT hech qachon o'qituvchining o'rnini egallay olmaydi, balki unga ko'makdoshlik vazifasini o'taydi. Dars mazmuniga ko'ra AKT va boshqa pedagogic texnologiyalarni navbatma-navbat oqilona qo'llashi lozim. AKTni dars jarayoniga tatbiq etishdan maqsad darsni boyitish, oddiy kitob bera olmaydigan ma'lumotlarni, didaktik ko'rgazmalarni berishdir. Shu tariqa, Internetdan foydalanib, chet tilini o'qitish orqali o'qituvchilar ham va o'quvchilar ham o'z ishlarida qulay imkoniyatlarga ega bo'ladilar, shu boisdan ham AKTni dars jarayoniga joriy etish dolzarb masala hisoblanadi. Zamonaviy dars samaradorligiga ta'limiy dasturlar, Internetda axborotni izlab topish, natija sifatida chet tillarini o'rganishga qiziqishning o'sishi, xalqlar aro, madaniyatlar aro muloqotga aloqadorlilikni anglash, ta'lim muhiti doirasini kengaytirish imkoniyati asosida erishiladi.

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THE ADVANTAGES AND DISADVANTAGES OF LEARNING LANGUAGE INDEPENDENTLY

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In the contemporary world, learning language detnands too mucb toil from every person. People learn the language for tnany reasons. Someone is for business, others are for education. And what about students? In a ciassroom with a traditional teacher. the students are relying on the educator to feed them the proper instruction. training and principles. In a classroom with a facilitator, he or she sets up a learning environment and largely gives the students the ability to learn on their own. Facilitators are often used tnore in udult settings where it's thought that adults can handle independent learning more readily. But is this really true?

We can give loads of the advantages of this form of learning is that students at the very least set the pace of their work. Depending on the individual center. students can also set the level and content of their work. Students can use these centers voluntarily or can have assignments to complete there. The major advantage. therefore. is flexibility. with the purpose of giving the students themselves the opportunity to tailor the course more to their learning needs and styles than a more traditional mode of teaching. Use of multiple technologies in a more independent setting has been shown to improve motivation and increase students' ability to work independently by taking more responsibility for their own learning. Students also report feeling more "empowered" by such modes of instruction.

The profitable issues of self-learning are well documented. Just look at all the advantages an independent learner takes away from students' own education.

1. Learn how to learn.

There is a distinction between regurgitating materials on an exam vs. understanding the process of learning. Students who aren't given the opportunity for independent learning don't acquire the skill of how to learn and how to examine a principle from multiple angles. The teacher stands in the way of the student's natural curiosity.

2. Independent learning focuses on the process and not simply the goal.

The process of learning is an exciting adventure that can be interrupted when the primary focus of the classroom is on the goal. We can learn from famous inventors whose failure in the process became the seed for amazing success down the road.

3. Flexibility for different levels of intelligence.

Not every student is going to work at the same pace. A teacher in the classroom can oversee the environment so that each student can work at their own pace and timing.

4. Independent learning includes titne tnanagement and other life skills.

Traditional classroom environments can hamper a child's ability to function in the real world where deadlines, distractions. and other obstacles are in the way. Bosses on the job don't act like teachers.

Office areas are not like pristine classrooms where everything is methodical and routine. Independent learning requires the student to develop other secondary skills like planning and making priority lists and deadlines to acbieve their goals. They must also learn how to deal with distraction effectively.

5. Passion and curiosity cement learning.

Motivation to climb over obstacles is far easier to muster when the student is allowed to choose what educational motntain to tackle first.

6. Internal satisfaction.

The world isn't going to cheer us all on always. When things get tough, those who don't quit are the ones who are determined to rely on their own sense of satisfaction and not someone patting them on the back. Students who have a facilitator rather than a teacher will come to depend on themselves for a job well done.

7. Independent learners are more aware of their own strengths and weaknesses.

A weakness is only as hazardous as the level of ignorance the person has about it. Independent learning forces students to grapple with both their strengths and weaknesses through the educational process.

8. Students learn how to educate others.

If a facilitator invites the student to plan the lesson, then he or she is also learning about how to teach someone else. What good is genius locked up inside of someone who has no idea how to communicate to others?

9. Students can self-critique more effectively.

When the process is part of the goal, failure isn't quite so scary. When the fear of failure disappears, it is much easier to learn the art of self-critique. Traditional teachers and classrooms make little room for failure as everything is based on grades and exams.

10. Resourcefulness.

Learning is not always a straight path. Oftentimes it is a messy walk in the woods with a lot of detours. Independent learners are ready and capable of navigating the process whereas pupils that are fed information from the teacher will get discouraged when they venture out on their own.

What Stands In The Way of Independent Learning?

Unfortunately, money often drives many of the current educational trends. Standardized testing is the benchmark for funding, and teachers are instructed to teach "to the test" to ensure good marks. Failure is not an option for many of the students who are terrified of a less than perfect report card.

Disadvantages

The major drawback of this mode has basically to do with the ability of both students and teachers to adapt and integrate this method effectively. Many studeots are not used to working indcpendently, creating the need to provide guidance as to the use of this kind of center, at least in the beginning. One study reports that students do not seem to want too much freedom in their use of technology. 73% reported that they preferred a regularly scheduled lab time, with the facilitative presence of a teacher. Significantly less than half reported that they preferred completely free access to the lab or to do work at home on their own computer.

For teachers, the 'letting go' of control can be equally disorienting and it may seem that giving students such control depreciates teachers' skills and experience. Traditionally, teachers are used to being the center of student activity, controlling how, when and why students do what they do. Students have been expected to work in "lock-step" with the teacher orchestrating what students do to a very high degree. Teachers, in turn, rely on textbooks that allow little variation. Use of self-access center materials steer students way from the rigidity and "security" of this paradigm, causing teachers to lose their "all-powerful" and "all-knowing" position. This can cause problems integrating a self-access center due to political and institutlonal constraints.

In conclusion, we can say that, nowadays it has become a controversy that whether students should be trained to master independent study skills in this modern society. Answer is yes. Because, independent learning is considered as a crucial study method. Studying independently can save a significant amount of time. More specifically, students can acquire the information easily by using modern techniques such as searching useful related articles online or collecting needed data from online databases. Hence, we should learn language not only with the help of teachers, but also working independently.

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ОСНОВНЫЕ ФУНКЦИИ ТЕХНИЧЕСКИХ СРЕДСТВ ОБУЧЕНИЯ ТЕХНИЧЕСКИХ СРЕДСТВ ОБУЧЕНИЯ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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На протяжении всей истории человеческого общества человек изобретал и создавал машины, технику, которая давала бы возможность добиваться лучших результатов с меньшей затратой сил и энергии. Развитие техники внесло свои изменения во все аспекты жизни человека, в том числе и в процессе обучения.

В области преподавания иностранных языков использование ТСО и контроля относится к числу наиболее актуальных проблем. Появление обучающей техники, возможность использования ее для изучения иностранного языка изменили процесс обучения и коренным образом повлиял на методику преподавания. Еще несколько лет тому назад понятие «технические средства» связывались с занятиями и исследованиями в области технических и точных наук, но никак не относились к изучению иностранного языка. К традиционным, хорошо известным средствам обучения все шире привлекаются новые средства зрительной и слуховой наглядности, такие как магнитофон, видеомагнитофон, учебное кино и телевидение. Сейчас в распоряжении преподавателей иностранного языка находится целый арсенал ТСО - сложная техническая система, управление которой требует специальной подготовки.

Технические средства обучения - совокупность технических устройств с дидактическим обеспечением, применяемых в учебно-воспитательном процессе для предъявления и обработки информации с целью его оптимизации. ТСО объединяют два понятия: технические устройства (аппаратура) и дидактические средства обучения (носитель информации), которые с помощью этих устройств воспроизводятся.

ТСО приобретает особое значение в преподавании иностранных языков в связи с переносом акцента на овладение языком как средством коммуникации. Передача информации теперь, при широком использовании средств массовой информации - радио, телевидения и кино,- осуществляется главным образом не в письменной форме, как это было раньше, а в устной. Необходимость научить большее количество людей

говорить на иностранном языке и понимать иноязычную устную речь возросла и с ростом международных политических, экономических и культурных связей.

Основную трудность при овладении иностранным языком, представляет выработка навыков и умений аудирования и говорения. Неоценимую помощь в этом оказывают технические средства обучения.

Основное назначение ТСО - интенсификация процесса обучения, особенно процесса ускорение ритма, скорости, динамики речи в целом, - как раз тех качеств, которые не может в должной степени подготовить практика обучения без ТСО.

ТСО могут взять на себя некоторые функции преподавателя; задавать вопросы, рассказывать, диктовать и т.п., т.е. ТСО частично освобождают преподавателя от трудоемкой работы по автоматизации речевых навыков и создают дополнительное языковое окружение.

Однако ТСО никогда не заменят преподавателя полностью. Преподаватель изучает возможности каждого из существующих ТСО для решений конкретных задач аудиторной и самостоятельной работы учащихся, выявляет экспериментально эффективность отдельных видов ТСО на разных стадиях обучения - при ознакомлении с учебным материалом, при тренировке и при самостоятельной работе.

Во время самостоятельной работы учащихся ТСО помогают закрепить и автоматизировать речевые навыки и умения, полученные на занятиях.

Метод, по которому ведется обучение, предопределяет использование ТСО, а также принципы создания пособий с использованием ТСО. Включение ТСО не должно нарушать целостность учебной программы.

Перспектива использования технических средств, специально предназначенных для обучения ИЯ, открыла большие возможности для создания новых комплексов учебных пособий, лабораторных работ и т.д. Высокая эффективность применения технических средств в обучении иностранным языкам неоспоримо доказана практикой преподавания иностранных языков в нашей стране.

В основу принципов использования ТСО легли уже сложившиеся методы обучения, в разной степени модифицированные, модернизированные и приспособленные к современным требованиям теории обучения иностранному языку.

Главная задача при выборе метода - научный подход к изучению иностранного языка, широкое использование достижений лингвистики, психологии и методики, изучение взаимодействия родного и иностранного языков на разных уровнях - фонетическом, грамматическом и лексическом.

В англоязычных источниках ТСО называют аудиовизуальными средствами которые делятся на жесткие (hardware) и мягкие (software). К жестким относятся магнитофоны, проекторы, телевизоры, компьютеры, к мягким - носители информации: грампластинки, магнитная лента, магнитные и оптические диски, слайды, кинофильмы.

Первая из функций ТСО - коммуникативная, функция передачи информации.

Вторая - управленческая, предполагающая подготовку учащихся к выполнению заданий и организацию их выполнения (отбор, систематизация, упорядочивание информации), получение обратной связи в процессе восприятия и усвоения информации и коррекцию этих процессов.

Технические средства обучения также классифицируются по характеру предъявления (экранные, звуковые и экранно-звуковые средства и аппаратура); по функциональному назначению (комбинированные средства-компьютеры, мультимедийная аппаратура, аудиторные технические комплексы и группа вспомогательных технических средств обучения).

Экранные технические средства включают проекционную аппаратуру; кодоскоп, диапроектор, диаскоп. С их помощью на экране возможно проецировать различные

записи, картинки, диапозитивы и диафильмы.

Простота управления диапроектором и диаскопом делает их удобным и эффективным средством обучения иностранному языку. Диапозитивы имеют преимущество перед диафильмами в том, что их можно показывать в любой, удобной для преподавателя последовательности и в любом количестве.

Наиболее надежным звуковым средством, хорошо зарекомендовавшим себя на протяжении многих десятков лет, служит магнитофон или магнитофонная запись учебного материала на иностранном языке. Магнитофонные записи предназначаются обычно для начального этапа обучения. Они выпускаются к школьным учебникам, грамматическим и разговорным курсам. Есть записи стихотворений, сказок, пьес и песен на иностранном языке. Ни один из видов учебного оборудования, взятый в отдельности, не может полностью обеспечить успех обучения, и только правильное сочетание их, отвечающее особенностям изучаемого вопроса и познавательной деятельности учащихся, дает возможность достигнуть оптимальных результатов.

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BOLANING SHAXSIY KOMPYUTERI — UNING XUSUSIY OLAMI

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Ta'lim sohasining bo'lajak mutaxassisi sifatida davrimiz kichkintoylarining kompyuter dasturlari va mobil telefonlari funksiyalarini juda tez o'zlashtirib olishlarini ko'rib, hayratlanganlarni ko'p uchratamiz. Kompyuter o'yinlarini bir ko'rishdayoq tushunib olgan va berilib o'ynayotgan bolakaylar kattalarni ham hayron qiladi, ham tashvishga soladi. Shunday bo'lsada, ko'pchilik bolalarga go'daklik chog'idayoq elektron o'yinchoq olib beradi. O'yinchoq do'konlarda turli yoshdagi bolalarga mo'ljallangan bunday o'yinchoqlar talaygina. Biroq ota-onalar ularni to'g'ri tanlashni bilishlari zarur.Maktabgacha tarbiya yoshidagi bolalar uchun eng oddiy kompyuter o'yinlari orasida rivojlantiruvchi, ta'limiy, hisob va til o'rganish, rasm chizish hamda turli foydali mashqlarni amalga oshirishga yo'naltirilgan dasturlar, ko'ngilochar mashg'ulotlar o'yin shaklida taqdim etiladi. Rivojlantiruvchi kompyuter o'yinlari bolajonlarga juda yoqadi. Ular ko'pincha bolalarga yaqin bo'lgan yorqin ranglardagi multfilm qahramonlaridan foydalanilib yaratilgan bo'ladi. Maktab yoshidagilarga mo'ljallanganlari esa o'quvchilarga fanlarga oid bilim berishga mo'ljallangan bo'ladi. Eng keng ommaviylashgan kompyuter o'yinlari qatoriga: mashina, kemalar, samolyotlar va boshqa poyga o'yinlari, shuningdek, kompyuter sport o'yinlari kiradi. Shunday ta'limiy o'yinlarni Ziyonet ta'lim tarmog'idan olish mumkin.

Biroq shunisi achinarliki, bola o'yinlar bilan uzoq vaqt o'rindiqda o'tirgan holda o'zini bokschi, basketbolchi sifatida his etib, o'yinga kirishib ketadi. Ayrim kompyuter o'yinlari juda oddiy bo'lsada, mazmunan jangu-jadal mavzusida bo'lishi mumkin. Masalan, oddiygina otishma o'yinlarini olaylik. Bunday kompyuter o'yinlarining asosiy maqsadi — barcha raqib tomondagilarni yo'q qilishdan iborat. Mazkur kompyuter o'yinlarida kichkintoy ongida tajovuzkorlik shakllanishi xavfi mavjud.

Rolli sarguzashtli bolalar kompyuter o'yinlari bam ularda katta qiziqish uyg'otadi. Mazkur o'yinlar, avvalo, bolalarni real dunyodan virtual olamga sho'ng'ib, undagi voqelikda ishtirok etishga, qandaydir vazifalarni amalga osbirishga berilib ketishlariga sabab bo'ladi. Sarguzasht o'yinlar orasida go'yo qo'rqinchli filmlarga o'xshagan syujetlilari ham talaygina. Bunday mazmunga ega o'yinlar bola tarbiyasiga ta'sir etmay qolmaydi.Bunday o'yinlar

bolalarda nafaqat tajovuzkorlik, balki shavqatsizlikka ham chorlaydi. Ayrim ota-onalar farzandlariga kompyuter sotib olib beradilarda, bola undan qanday foydalanayotganligi bilan umuman qiziqmaydilar. Biroq keyingi vaqtlarda ba'zi bolalar ucbun kompyuter o'yinlarida maxsus «ota-onalar nazorati» funksiyasi ham mavjud bo'lib, o'yinlar orasida bolalarga faqat ijobiy mazmundagi syujetlarnigina ocbib, o'ynasb imkoniyati beriladi. Tajovuzkorlik mazmunidagi o'yinlar bolalarda qahri qattiqlik, berahmlik, behurmat va odobsizlikni shakllantiradi. Ayrim ota-onalar bolalarining kompyuterga qiziqishlariga ko'pincha xavotir bilan qarab, ayniqsa, o'yin o'ynashlarini qat'iy taqiqlaydilar. Ba'zan bunday bolalarda kompyuterga qiziqish ota-onala-ridan yasbirincha internet-kafelar tomonga yo'l olishlariga sabab bo'ladi. Shu sababdan internet-kafelardagi bolalar o'yinlari mazmun-mohiyatining nazorat qilinishi va bolalarga taklif etishda ularning yoshi e'tiborga oli-nishi zarur.

Ma'lumki, kompyuter o'yinlarining foydali yoki zararli jihatlari haqida ko'plab fikrlar mavjud. Shunisi qiziqki, har qanday o'yinchoq kabi bolalar kompyuter o'yinlari o'z-o'zidan alohida foydali yoki zararli xususiyatlarga ega bo'ladi. Biroq bola o'yinlardan foydali va bilimini oshiruvchi ta'limiy yoki ko'ngilochar o'yinlarni to'g'ri tanlashl uchun unda foydali axborotga yondashuv salohiyatini shakllantirish zarur. Axir hammaning ham uyida pichoq, qaychi kabi ro'zg'or buyumlari mavjud. Bola behosdan o'ziga zarar keltiruvchi harakat qilmasligi uchun go'daklik chog'idanoq mazkur predmetlardan to'g'ri foydalanishni o'rgatib boradilar. Demak, ota-onalardan farzandlarida kompyuterdan to'g'ri foydalanish malakalarini shakllantirish talab etiladi. Hamma narsaning me'yori bo'lgani kabi kompyuterdan foydalanishda ham, avvalo, to'g'ri o'tirish, undan foydalanish qoidalariga amal qilish, ayniqsa, ko'zga, asab tizimiga zarar yetkazmaslik uchun gimnastik mashqlar bilan shug'ullanish zarur. Shunda bolalar kompyuter o'yinlari: dam olish, bolalar reaksiyasi tezligini rivojlantirish hamda mantiqiy tafakkurlarining shakllanishi uchun foydali va samarali omil bo'lishi mumkin. Internet yoki lokal tarmoqdagi muloqotlari esa ularda muloqotchanlikni rivojlantirishga sabab bo'ladi. Bolalarning kompyuter o'yinlari bo'yicha musobaqalarda g'alaba qozonishlari esa ularda faxr-iftixor tuyg'usini rivojlantiradi. Shunday ekan, kompyuter o'yinlarining bola tarbiyasiga foydali yoki zararli ta'sir etishi ko'proq kattalarga bog'liq ekan.

Ma'lumki, 7–8 yoshli bolalar kompyuterga ongli munosabatda bo'ladilar. Psixologlarning fikriga qaraganda, kompyuter bolalarda diqqatni, mantiqiy va abstrakt tafakkurlarini rivojlantiradi. Kompyuter o'yinlari ularga mustaqil qaror qabul qilishga, bir vaziyat, harakatdan boshqasiga tezda o'tishga yordam beradi. Bolalar ijodiy qobiliyatlariga, bolaning individual shaxsiy xususiyatlariga ham yaxsbi ta'sir etadi. Ayniqsa, rivojlantiruvchi kompyuter o'yinlari — bu mustaqil ta'limni rivojlantirish, Internetdan foydalanishni bilish esa axborotni izlash va to'g'ri tanlashlarida hayotiy maktab bo'ladi.

Biroq shuni ham unutmaslik kerakki, kompyuterdan me'yoridan ortiq foydalanish bolalar so'g'lig'iga zarar keltiradi. Shu sababdan ham kompyuter yoki televizor ro'parasida qiziqib o'tirgan farzandlarining sog'lig'iga ota-onalari mas'ul deb hisoblayman. 6 yoshgacha bo'lgan bolalar iloji boricha, kompynterdan uzoq o'tirishlari va qisqa muddat foydalanishlari mumkin. 9–11 yoshdagilar uzog'i bilan 20 daqiqa foydalanib, so'ngra dam olishlari shart. Eng asosiysi ko'zlariga alohida e'tiborli bo'lish zarur. Shuningdek, bolaning jismoniy va psixologik holatiga salbiy ta'sir etishiga yo'l qo'ymaslik zarur.

Kompyuterdan samarali foydalanish uchun uning o'rnatilish joyini to'g'ri tanlash muhimdir:

• Birinchidan, monitor bilan yorug'lik nisbatini to'g'ri tanlash, bolaning o'rindig'i o'ziga mos bo'lishi, qaddini rostlab o'tirishiga alohida e'tibor qaratish lozim.

• Ikkinchidan, bola nigohidan ekran 70 santimetr masofada bo'lishi shart. Shifokorlar kompyuter oldida kaktus o'simligi bo'lishi, iloji bo'lsa, shu xonada akvarium turishi va nam latta bilan cbangni arttib turishni tavsiya etadilar.

Bola kompyuter o'yiniga berilib ketmasligi va bu holatning oldini olish uchun birinchi kunlardanoq kattalar tartibga rioya etishni talab etishlari zarur. Agar kattalar gapini o'tkaza olmasa, kompyuterga bog'lanib qolish oilaviy muammoga aylanishi mumkin. Shunday vaziyatda bolani ko'proq kitobga qiziqtirish zarur. Bola bilan qandaydir ijodiy ishlar, qo'l mehnati bilan shug'ullanish ham samara beradi. Masalan, biror foydali ish kelajakda kasbga aylanishi mumkin bo'lgan mashg'ulot bilan chalg'itish lozim Bolaning shaxsiy kompyuteri — uning xususiy olamiga aylanishi, biroq shaxsiy shakllanishiga salbiy ta'sir etmaydigan bilimlar va malakalar makoni bo'lishi zarur. Bolalar kelajagimiz — shu sababdan ham ularning qiziqishlari, yutuq va kamchiliklari borasida qayg'urish biz kattalarning vazifamizdir.

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EFFECTIVE USES OF VIDEO IN ENGLISH LESSONS

Sharafutdinova N
TUIT

There are many benefits to using video in education as shown in several decades of research. Video can impact on teaching and learning and encourages teachers to consider the flipped classroom model where learners can digest lecture content at their pace and explore content more deeply during class time.

This process is made the connection between visual clues, the memory process, and the recall of new knowledge. Observing that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaing itself. These include research skills, collaborative working, problem solving, technology, and organisational skills.

Assisting with mastery learning. In some cases, video can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. Furthermore, the interactive features of modern web-based media players can be used to promote 'active viewing' approaches with students.

Showing that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centred learning activities through:

- increased student motivation
- enhanced learning experience
- bigher marks
- development potential for deeper learning of the subject development potential for deeper learning of the subject development potential for deeper learning of the subject.

Some teachers are resistant to showing videos in their classrooms because they think of them as cheating. Teachers get paid to use up class time, and filling it with something made by someone else seems like shirking their duties.

But this is wrong. A teacher's value is not in the information stored in their head, but rather their ability to pull together the best learning resources to produce a desired outcome. The modern teacher is (or should be) more an aggregator than a producer. Why are thousands of teachers all reinventing the wheel by creating individual lectures on the exact same topic when someone else has already produced an excellent video on it?

A discussion of how traditional education is built on a model of the transfer of knowledge from instructor to student, but that more and more people are reversing the flow by making education a collaborative experience.

I can think of far worse things a student might say to us, and the comment demonstrates our perspective on using video with English-Language Learners research and our experience show that it can be a very effective learning tool. but it has to be used as an active one. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

1. Critical Pedagogy

"Critical Pedagogy" is the term often used to describe a teaching approach. It helps students to learn through questioning and looking at real-world problems that they, their families, and their communities faced. Through this kind of "dialogue," that both students and the teacher could learn together.

The class could start off by watching a video.

Then, the teacher could lead students through a process of thinking, sharing in small groups and with the class, and writing and drawing using this questioning sequence:

1. Describe what you see: Who is doing what? What do they look like? What objects do you see in the video? Summarize what they are saying.
2. What is the problem in the video?
3. Have you, your family, or friends ever experienced the problem? Describe what happened.
4. What do you think might be the causes of the problem?
5. What solutions could a person do on their own? What solutions could people do together? Would one be better than the other? Why or why not?

Students could create simple posters and make presentations (including role-plays) illustrating the problem, sharing their personal connection to it, listing potential solutions, and choosing which one they think is best and why. As students became more advanced, they could even develop this outline into a Problem/Solution essay using the same outline.

There are literally thousands of videos available online which depict problems and are accessible to English-Language Learners.

2. Back to the Screen. The teacher picks a short engaging clip from a movie and then divides the class into pairs, with one group facing the TV and the other with their back to it. Then, after turning off the sound, the teacher begins playing the movie. The person who can see the screen tells the other person what is happening. Then, after a minute or a few minutes (depending upon the length of the video), the students switch places. Afterward, the pairs write a chronological sequence of what happened, which is shared with another group and discussed as a class. Finally, everyone watches the clip, with sound, together.

3. Language Experience Approach. The Language Experience Approach describes the process of the entire class doing an activity, which could very well be watching a short video, and then discussing and writing about it.

4. Dubbing. Showing videos without the sound and having students develop an imagined dialogue can be a great language lesson, and a lot of fun. You can even have students act out the scenes, too. In fact, you can use this idea even with videos that don't include humans! Have students imagine what is going on.

5. Novelty. Our brains are wired to respond to something new a survival legacy of our ancestors who had to be acutely aware of any change in their environment. We are more likely

to grab students' attention by introducing information, a topic, or a lesson in a different way, and a video clip can "fit the bill."

6. Video and Reading Strategies. We focus a lot on helping our students develop and use various reading strategies such as predicting, summarizing, visualizing, questioning, connecting, evaluating, etc.

Teachers can use video to give students further opportunities to practice these strategies in an engaging way.

The aim of this resource is to identify a number of best practices to apply to the kinds of video you might produce as supportive material in relation to students' learning task to ensure that your video is as effective and engaging as possible.

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МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ВУЗА

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Самостоятельная работа студентов – одна из важнейших частей учебного процесса в вузе, поскольку способствует воспитанию сознательного отношения студента к овладению теоретическими и практическими знаниями, привитию навыков к интеллектуальному труду. Очень важно, чтобы студент не просто приобретал знания, но и овладевал способами их добывания, умел применить полученные знания на практике. Наибольший эффект достигается тогда, когда самостоятельная работа студента в течение семестра интенсивная, систематична и равномерна.

Осиовная задача высшего образования заключается в формировании творческой личности специалиста, способного к саморазвитию, самообразованию, инновационной деятельности. Решение этой задачи вряд ли возможно только путем передачи знаний в готовом виде от преподавателя к студенту. Необходимо перевести студента из пассивного потребителя знаний в активного их творца, умеющего сформулировать проблему, проанализировать пути её решения, найти оптимальный результат и доказать его правильность. В этом плане следует признать, что самостоятельная работа студентов является важной формой образовательного процесса.

Организация самостоятельной работы студентов определяется преподавателем. В начале семестра до сведения студентов доводится распределение учебного материала.

план самостоятельной работы студентов по изучаемому предмету, критерии оценок самостоятельной работы.

Самостоятельная работа всегда вызывает у студентов, особенно первых курсов, ряд трудностей. Главная трудность – это рациональная организация самостоятельной работы, поэтому одна из основных задач преподавателя – помощь студентам в организации их постоянной самостоятельной работы. Добиться этого можно при выполнении двух условий: работу студента должен постоянно контролировать преподаватель и задания для самостоятельной работы должны быть интересными.

В общем случае возможны два основных направления построения учебного процесса на основе самостоятельной работы студентов. Первый – это увеличение роли самостоятельной работы в процессе аудиторных занятий. Реализация этого пути требует от преподавателей разработки методик форм организации аудиторных занятий, способных обеспечить высокий уровень самостоятельности студентов и улучшение качества подготовки.

Второй – повышение активности студентов активности по всем направлениям самостоятельной во внеаудиторное время. Повышение активности студентов при работе во внеаудиторное время связано с рядом трудностей.

При изучении каждой дисциплины организация самостоятельной работы студентов должна представлять единство трех взаимосвязанных форм:

- Внеаудиторная самостоятельная работа;
- Аудиторная самостоятельная работа, которая осуществляется под непосредственным руководством преподавателя;
- Творческая, в том числе научно-исследовательская работа.

Решающая роль в организации самостоятельной работы студентов принадлежит преподавателю, который должен работать не со студентом «вообще», а с конкретной личностью, с её сильными и слабыми сторонами, индивидуальными способностями и наклонностями. Задача преподавателя – увидеть и развить лучшие качества студента как будущего специалиста высокой квалификации.

В первую очередь преподавателю для эффективной и полноценной самостоятельной работы необходимо отчетливо видеть роль данной работы в общей структуре учебного процесса, максимально учитывать уровень подготовленности и возможности студентов, предвидеть трудности, которые могут возникнуть при выполнении самостоятельной работы, использовать индивидуальные и дифференцированные задания, уметь планировать самостоятельную работу с учетом достигнутого уровня. Все это поможет студенту развить навыки и умения самостоятельно приобретать знания, глубже изучить сущность вопроса, выработать творческий подход к выполнению задания и сформировать самостоятельность мышления.

Вторым важным моментом организации самостоятельной работы является необходимость правильного определения формы её организации и создание условий для успешного ее выполнения.

Формы организации самостоятельной работы могут быть:

- *фронтальная самостоятельная работа,* она эффективна на начальном этапе обучения и обязательным ее условием является определение единого задания для всех студентов;
- *индивидуальна самостоятельная работа,* она стимулирует активность студента и определяет его роль в выполнении заданий;
- *групповая самостоятельная работа,* она эффективна при совместной проработке материала и направлена на сотрудничество студентов с разным уровнем знаний.

Основным принципом организации самостоятельной работы студента должен стать переход от формального выполнения определенных заданий, при пассивной роли студента к познавательной активности с формированием собственного мнения при решении поставленных проблем.

Приоритетным становится обучение, ориентированное на саморазвитие, самообразование и самореализацию личности будущего специалиста. Поэтому в системе вузовского образования необходимо уделять больше внимания подготовке обучающихся к активной творческой самостоятельной деятельности.

В соответствии с целью учебной, которая заключается в формировании студентов, коммуникативной компетенции студентов, обеспечивающей овладение специальностью и различными формами коммуникации в условиях языковой среды (учебно - профессиональной, социальной и культурной) в течение первого года обучения студенты получают знания об особенностях устной и письменной речи различных стилей речи, в частности, а так же виды и формы их реализации; структурные особенности учебных работ по специальности и требования к их композиции и оформлению.

На базе получаемых знаний, формируются необходимые умения и навыки. Закрепление полученных знаний, совершенствование умений и навыков студентами происходит в процессе подготовки индивидуальных заданий. Выполнение индивидуальных заданий так же происходит поэтапно: от более простого к более сложному.

Следовательно, обучение в вузе должно строиться таким образом, чтобы обучающими им эффективно осуществлять самостоятельную деятельность.

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THE QUINTESSENCE OF IBSENISM AS A BACKGROUND FOR BERNARD SHAW'S PLAYS

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This paper deals with the complex and ambiguous admiration that Bernard Shaw professed for the Scandinavian playwright Henrik Ihsen. And I examine the influence of Ibsen on George Bernard Shaw especially in Drama and the concept of (new drama). Throughout Shaw's professional life as a critic, he devoted a great deal of his writings to analyze and decipher Ibsen's plays for British audiences. The article emphasizes not only the evolution in Shaw's criticism, but also the parallelism of that evolution with the confirmation of Shaw himself as a world renowned playwright. In *The Quintessence* Shaw discusses Ibsen's plays superficially, since he himself was in the process of becoming a playwright of the sort of Ibsen. In Our Theatres Shaw orientates his criticism around the plays themselves – he does not need to hide Ibsen's achievements from the British audience any more, as he already claims to master drama creation as much as Ibsen did in his time.

Traditionally, Henrik Ibsen's influence on Bernard Shaw has been framed almost exclusively in what the British critic and playwright discussed in *The Quintessence of*

Ibsenism.[6] Although this can be taken as partially true, we must add some considerations about Ibsen, and more specifically about Shaw's interpretations of Ihsenism. Therefore, the goal of this essay is going to have a double scope. On the one hand, the analysis of how their contemporaries perceived Shaw's interpretations of Ibsenism will occupy the first stage. On the other one, it is essential to specify and clarify how Shaw developed his interpretation of Ibsenism, expressed not only in the Quintessence, but also in other pieces of criticism, and in most of bis plays. In order to determine whether Shaw misunderstood and misinterpreted Ibsen, the author for whom be professed the greatest admiration, it is necessary to examine all his Ibsen criticism. It is true that Shaw was a novelist, journalist, critic, and dramatist; therefore, considering in which of these capacities he wrote about Ibsen is essential.[7]

On many occasions, Shaw tried to persuade his readers of what he considered a false and superficial influence of Ibsen on his plays. But be never went as far as when he said: "What! I a follower of Ibsen! My good sir, as far as England is concerned, Ibsen is a follower of mine!"[8] This remark was made by Shaw in the flrst edition of the Quintessence, and it is characteristic of his treatment of the subject. Sbaw frequently denied that he was influenced by Ibsen. Nevertheiess, the similarities are so obvious in some cases that a reconsideration of them is not worth it. The starting point of the essay is based on the assumption that Shaw was in deht with the Scandinavian playwright. It has been widely accepted that Edmund Gosse introduced Ibsen to England, William Archer translated his plays, but it was Shaw who became the authentic exponent of Ibsen's message to the British puhlic. Shaw started writing about Ibsen with the Quintessence of Ibsenism in 1891, and then he enlarged it in 1913. As early as 1890, Shaw made his first puhlic mistake about Ibsen by calling him a "socialist" in a Fabian exposition. From that moment, some writers and critics (such as Archer, Archibald Henderson, Frank Harris, and Henry Arthur Jones) sprung to defend Ihsen from "Mr. Bernard Shaw's victimization of him." The Quintessence of Ibsenism, which was Shaw's revision in book form of his original Fablan exposition of Ihsen, became the standard exponent of misguided Ibsen criticism. Even William Archer, one of Shaw's closest friends, warned against such misinterpretations: "A grave injustice has been Ibsen of late by those of his English admirers who have set him up as a social prophet, and sometimes omitted to mention that he was a bit of a poet as well"

Archer's point is crucial in the development of the discussion, but not as much as the commonly asserted affirmation that Shaw, rather than talking about Ibsen, is talking about himself in his criticism. Evidently, all these accusations were refuted by Shaw in two other sets of his critical work[9]. In The Quintessence Shaw was writing as a socialist novelist and a playwright-to-be. In Our Theatres of the Nineties, from 1895 to 1898, he continued in the form of weekly criticism contributed to the Sunday Review, where Shaw was working as a professional play reviewer and dramatist.

So obviously can be said that the main purpose here for Shaw to write the long critical essay on Henrik Ibsen's is to achieve to and answer on different question. Criticizing Ibsen drama gave Shaw a free time to analyze Ibsen's drama deeply and find the weak points in. And this gave him the chance not to repeat the mistakes committed by Ibsen, especially if we know that they shared in one concept of drama the (new drama) and they used this kind of drama for a long time in their works. Although Shaw imitated Ibsen deeply, he refused to confess this in.

Before continuing the analysis of Shaw's criticism on Ibsen, let me make and discuss this different dramatic conception of time that Shaw and Ibsen had, which I believe to be essential for the comprehension of both playwrigbts' works. Shaw observed in 1893 that there

[6] The Quintessence of Ibsenism: Now completed to the Death of Ibsen. London: Constable, 1913.
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was no trace in *Widowers' Houses* of Ibsen's peculiar retrospective method. By this technique, Ibsen's plays were made to turn on events supposed to have happened before the rise of the curtain. This lack applies to most of Shaw's plays, though, of course, some references to the past can be found in *Mrs. Warren's Profession, Misalliance* or *Heartbreak House*. But in these examples, the past has little or no pressure on the present. For instance, Mrs. Warren's revelations about her past do not prevent Vivie from liberating herself from it. Also, in *Heartbreak House* Boss Mangan's confession about his exploitation of Mazzini Dunn, a past event which would have produced a chain of tragic results in an Ibsen's play has no affect whatsoever on the present in Shaw's works.

To sum up, in *The Quintessence* Shaw talks about Ibsen's characters as living human beings. As Shaw was a realist, he actually believed in Shakespeare when he said that the Literature is the life and the people are its characters.

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ТИЛ ЎРГАНИШДА ТЕХНОЛОГИЯГА ЭЪТИБОР

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Бугунги кунда замонавий технология ҳаётимизнинг нафақат тил ўрганиш соҳасида балки илмнинг барча соҳасида ажралмас бир қисмга айланиб қолди. Айни дамда дунё, информацион коммуникацион технологияларнинг инқилобини бевосита кузатувчисига айланди. Тил ўрганиш учун махсус компютерлаштирилган, замонавий жиҳозлар билан таъминланган хоналар, техиологиянинг тил ўқитишда илмий жиҳатдан жалб этилганлигининг ёркин намунасидир.

Инглиз тили, мулоқот воситаси сифатида бутун дунёда тез суратлар билан ўсиб бораётган глобаллашув жараёнида ҳар бир кишн учун тер-тўкиб машаққат чекадиган вазифа сингари мухим ахамият касб этиб келмоқда. Инглиз тилининг ижтимоий, иқтисодий, маънавий ва илмий аҳамияти, касбидан қатъий назар ҳаммани инглиз тилида мулоқот қилиш қобилияти ҳақида ва уни яҳшилаш услубларини топиш ҳақида ўйлашга ундамоқда. Бу эса кундалик эҳтиёжимизга айланиб қолган технологиясиз, бошқача қилиб айтганда компютерлаштирилган технологиясиз амалга ошмайди. Инглиз тили ўқитувчилари ҳамда тил ўрганувчилар ўзларининг мақсадларини рўёбга чиқариш учун маълум услуб ва техникаларини янгилашга, иниовация қилишга эҳтиёжманд. Бу улардан замон билан ҳамнафас бўлишликни ва ундан ўзиб кетишга мойилликни. тасаввури кенглиликни талаб қилади.

Шу билаи бирга анъанага кўра улар тилни таъсирли равишда ўрганиш ва жорий этишда замонавий компютерлаштирилган технологияни қабул қилишга онд кобилиятларини шакллантиришлари лозим. Шуни ҳам таъкидлаб ўтиш жоизки комлютериинг иштирокида олиб бориладиган ва ҳаттоки доска билан олиб бориладиган ўқитиш услуби кўзлаган мақсадга элтишга хизмат кила олади. Ҳозирги кунда электрон

дунёда тил ўрганишга кўмаклашувчи аудио-видео манбааларнинг саноғи йўқ. Бунинг бир бўлаги сифатида Интернет деб номланган тизимни мисол қилиб келтиришимиз мумкин. Булар инглиз тилини фойдали, унумли ва жонли равишда ўрганишга улкан хисса қўшади. Яна шуни айтиш жонзки компютер технологиясидан умуман технологиядан фойдаланиб тил ўрганиш тилга онд бўлган тўртта мулокот кобидиятни ёзиш, ўкиш, тиинглаш ва сўзлашиш каби кобилиятларни шакллантирки учуи махсус восита вазифасини бажаради. Бнобарин бу тил ўрганиш жараёнини кенгроқ микёсда кузатишга имкон беради. Яна бир қувонтирадиган хусуснят бу матнли, овозли ва видео ускуналарга эга бўлиш имкониятининг мавжудлиги бўлиб, улар дарс жараёнида ҳеч қандай муаммосиз қўлланилиши мумкин. Шу ўринда компютер ёрдамида кечадиган, интерактив мултимедна воситаларики жалб қилган ва интернет тармоғига уланган ҳолда тил ўрганиш, реал дунёвий мухитни бевосита дарс жараёнига олиб киришга ва машғулотни тушунарли ҳамда кизикарли ўтишига замин яратади. Айни бу жараён реал вокейликни педагогик аспектлар билан уйғунлашувига, лингвистик элемент ва кўрсатмаларинг онгли қўлланилишига сабаб бўлувчи омил саналади.

Мултимедиа воситаларидан фойдаланиш дарс жараёнига ҳаракатчан, жонли мухитни олиб кириш билан бирга, тил ўрганиш жараёнини унумли қилишга хизмат киладн. Бу ўқувчиларни ижодий ҳамда танқидий фикрлашга ундайди. Уларни англаш кобилиятиин шакллантиради. Яъни биз ўрганиб колган назарияни (назария ҳамиша мураккаб феномен бўлиб келгани барчамизга аён) табкий мухитга боғлаб, амалий равишда ўрганиш ўқувчиларда назарияни ҳам англаш кобилиятнни ривожлантиради. Йўл йўлакай мултимедиа - бу рақамли медиа файлларнинг: матн, расм, аудио ва видео файлларнинг бирлашувидан ҳосил бўлган интерактив дастур ёки тақдимот бўлиб маълум бир максадни кўзлаган ва маълумотларни тингловчиларга етказиб беришга мўлжалланган воситадир. Бу восита мавзучи янада кулай тарзда тушунишга ва тушунтиришга, ўқувчиларни дарс жараёнига бўлган кизикишини ва дикқатини оширишга ёрдам беради.

Бирок танганинг тескари тарафи бўлгани каби технологияннинг ҳам баъзи негатив таъсири ҳам мавжуд. Биз замои билан ҳамнафас бўлишга қанчалик киришмайлик, технологиянинг ҳам бизнинг ҳаётимизга шундай куч билан таъсир қилиш эҳтимоли борлигини унутмаслигимиз зарур менимча. Технологияни бизга тақдим этаётган неъматидан кўр кўрона фойдаланиш, реал оламдан узоклашиш ва виртуал оламга муккасидан кетиш орқали биз технология деб кайта - кайта таъкидлаётган воситанинг тескари таъсирига гувоҳ бўламиз. Ҳозирда технологиянинг ёркин ютуғларидан бири бўлган интернет тармоғи чексиз имкониятга эга эканлиги бизга сир эмас. Бу эса кишилар ўртасида бир шахснинг бошка шахсга тахдид қилиши, бирон бир кишига тегишли маълумотларнинг ўзлаштирилиши ва аксинча омма ихтиёрига ошкор этилиши сингари хуник окибатларнинг ҳам пойдеворн бўлиб хизмат килмокда. Унинг салбий таъсири нафақат кишнлар ўртасида балки давлатлар ўртасида ҳам сиёсий можароларни келтириб чиқарувчи омиллардан бири сифатида қаралмокда. Буни ифодалайдиган ҳодисалардан бирн турли кўринишдаги террорчилик фаолиятини ёкловчи гурухларнинг интернет тармоғига ҳам ин куриб олгани, маълум аҳоли қатламини ваҳимага солиб келмокда. Бу эса кишиларнинг ёки маълум давлатларнинг технология воситаси ёрдамида олиб борилаётган таргибот ишларнга, тўғри, нотўғри аҳборотларга ишонишларининг асосий сабабчиси бўлмокда ва бу жараён кўпчиликни нотўғри хулоса чикаришга ундамокда.

Яна бир жиҳатга эътибор қилсак ёшларнинг XXI аср кашфиётига муносабати. Улар технологияни айнан интернетни ўз ўрнида қабул қилишади. Бу нима дегани, улар дастурчилар яратган ҳар қандай дастурдан фойдаланишади, маълумот алмашишади, илм ўрганишади. Четдан караганда оддий ҳолат, ҳар қандай дастурни яҳши информацион

билимга эга бўлган, ўз соҳасини мутаҳассиси яратади, демак биз яхши бир мутаҳассиснинг меҳнати мевасидан фойдаланияпмиз, бизни хавотирга соладиган омил йўқдек гўё. Бирок бу жараён шу аснода бепарволнк билан давом этадиган бўлса, виртуал оламга бўлган диккат эътиборимиз мисли кўрилмаган даражага етади. Яъни кундалик хаётимиз шу билан бевосита боғлик холда ўтади ва бизга маълум бўлган ва факатгина инсоига хос бўлган туйғулар аста секин биздаи йироклашади. Бу критериялар умуман олгаида техиологиягагииа мос тушади дейишимиз мумкин, бирок тил ўрганишда хам мазкур таъсирлардан боҳабар бўлиш зарур. Нимагакн тил ўрганиш жараёнида биз янги дунё маданияти билан танишамиз, қанчалик кўп тил ўргансак шунчалик кенг дунёқарашга эга бўламиз. Айнан шу истак бизни турли кўриишдаги технологии воситаларидаи фойдаланишга, иитериет тармоғи оркали юклаиадиган маълумотларга бефарк эмаслигимизни ва турли кўринишда "тил ўрганаман" қабилида иш тутиб изохлар беришга ундайди. Бу ходиса ижтимоий тармокларда кўпчилкни эътибориии тортибгина колмай, бошқа шахслар томоиидан мазкур шахсга нисбатан хаттоки ўша шахс истиқомат қиладиган макоига нисбатан тескари фикр уйғотнши табиий.

Яна бир жихат, хозирги кунда жаминйки ёшларимнз интернет тармоғига эркин кириш, замонавий тил билан айтганда "сурфинг" сайр килиш ҳуқуқига ва қобилиятга эга. Бу яхши албатта бирок бу холатии таълим тизнмига боғлайдиган бўлсак, бироз ажабланаеан киши нега деганда кўпчилик ўкувчилар мобил алока воситасига, компютерга умуман технологияга таяниб колишмокда. Илгари ўқувчилар "ижод" қилишарди яъни маълум мавзу юзасидан бўладими, ёки мураккаб бир чет тилидаги сўз бўладими, қоғозларга коралама тушуриб фикрларнни баён килишар эди, лугат китобдан фойдаланишар эдн, агар китоб бўлмаса сўзни бошка сўзлар ёрдамида (контекст оркали) таржима қилиб боришар эди. Бугуи эса янги, иомаълум сўз учраднми мобил алока воситаларида мавжуд луғат дастурладан фойдалаииш оркали чекланиб колишмокда. Маълум мавзу юзасида мулоҳаза қилмаган холатда интернет тармоғида "гугл" сингари кидирув хизмати таклиф килган биринчи учраган манбаани кўчириб ишни якунлашади. Буни замон талабн дейишимиз мумкин бнрок, ёшларимиз нахотки дангаса бўлиб бораётганини англашмаса. Тил бу бугун ёд олган сўзни ёки иборани тилимизда онгимизда қайта-қайта такрорлаш оркали хотирамизда саклашимиз мумкии бўлган ходисадир. У оркали хар куни мулокот килиш бекиёс самара бериши барчамизга аён. Инглиз тилида яхшн бир макол бор "Practice makes perfect" ушбу макол юкоридаги фикримизни тасдикласа ажаб эмас.

Шу тарика давом этадиган бўлсак техиологияни фақат таҳкирлаган бўламиз, зеро технология бу чексиз имкоииятлар эшигини очувчн калит қисобланади. Асалнинг хам ози ширнн деганларидек меьёрга рноя қилсак, ундан фойдаланиш маданиятини шакллантирсак, тўгри ташвикот олиб борсак мен ўйлайманкн технологиянинг факатгина ижобнй томонини кўра оламнз, салбий томопини эса рад этишга ўзимизда куч ва гайрат топа оламиз.

THE ROLE OF TEACHER QUESTIONS IN DEVELOPING CRITICAL THINKING SKILLS AS A WAY OF ENCOURAGING INDEPENDENT LEARNING

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By way of Karimov I. A. highlighted "Our young generation must be quick-cutter, wiser, healthier and of course, must be happier than us".[10] In order to achieve "Harmoniously developed generation"[11] educators should use all the appropriate aids.

Teacher is a leading person in learning. Teachers ask many questions: to establish relations, elicit information from students that checks comprehension, control the discipline in the classroom. Moreover, one of the most important assets in teaching – independent learning is ought to be developed. By asking questions teachers monitor the class; questioning helps teachers to get students contribution in the session and evaluate them too. What can be pointed out as another focus of teacher questions may lead to encouragement independent learning in language learners. This can be done through different methods and one of them that might be worth highlighting is enhancing critical thinking as a result of which learners can make sure to decide on the importance of learning. Questions and answers are very important part of the lesson which can make learners to he involved in construeting of connotations with the use of a language. In the classroom teacher should be aware of asked questions: it should be informational. Questions and answer aetivities should have communicative purpose. Question and answer activities are very helpful if handled appropriately. Display questions. For this type of questions teacher knows the exact answer. Some teachers tell the answer beforehand. According to Widdowson this sort of questions are not in harmony with communicational purpose. In consideration of Gaies display questions help to check or practice grammatical forms. These questions can be used in opening, maintaining or closing conversations in communication based lessons. Here are some examples:

A: This is an interesting book!

B: May I take it to read?

A: It is raining.

B: May I go for a walk for a while?

Referential questions stated in the article "Effective questions' M.R.Talebinzahd, which are meaning based questions. (Imagine going to mountains with friends. what will you do to get permission of your parents?). The article notes that some referential questions for that give a context are believed to have advantages and disadvantages as well. If used in reading these two types of questions it would be better to use referential questions for it is being specific that exploits or makes one to think more deeply. Referentiai questions, in my awareness, are best to apply because they are useful in in practicing speaking, thinking, exploring ideas and other kinds of skill of the learners.

Along with the aim to build an appropriate teacher – student interaction in the classroom and the major issue is questioning learners appropriately; that is to find out tips for the better questioning and ways of effective teaching through eliciting the background and covered knowledge. Asking questions is a natural feature of communication, but also one of the most important tools which teachers have at their disposal. Questioning is crucial to the way teachers manage the class, engage students with content, encourage participation and increase understanding. Moreover, it helps the leaner to understand the vaiue of independent learning. According to a very important role of a teacher, a quizmaster—effective use of question –and – answer techniques is the fundamental part of the teaching and learning process--grammatical forms of the questioning:

[10] I.A.Karimov. There is no future without history. Tashkent 1997, p. 47.
[11] I.A.Karimov. Harmoniously developed generation is a basis of progress of Uzbekistan. Tashkent 1998

- Yes/no/or questions and Wh- questions –
- According to who asks the question (why is this wrong?)

Students' question can be valuable, as may highlight the main problem. The researchers underline the division of questions into 3 types according to resemblance question asking in the real world:

1) Questions the answer of which are not known to the teacher beforehand, they are also called authentic questions – you are asking for new information, opinions, attitudes, feelings etc. (what did you think of this type of story? Or do you agree with …'s opinion?)

2) Questions the answers to which the teacher knows beforehand, pedagogical or display questions–requires students to show their knowledge

Example: What is the girl doing in the picture?

As far as the resources suggest diversity of questions there is also rehearsal questions which are asked for whether to get info or these questions are rehearsed just every day. Ex: what is the date today? Or how are you?

Tag questions can have the same structure and because of the intonation they may differ in meaning: really asked questions or the questions expecting the answer "yes". This sort of questions can be abbreviated as well. There is offered the indirect yes/no questions in the book. This type of questions usually used in the class classroom with the first part phrases such as "Can anybody tell … ?" in these questions the use of whether, if is underlined. Displayed Or (alternative) questions give ehance simply choose between two substitutes which help learners to answer and competent to be considered. Ex.: T: Do you want to be in standing or sitting position?

S: In standing

To my mind, Or questions are beneficial to use with introvert or silent students because it is not resultant just to inform that this student is so passive or much silent. It may be better to make them to get involved without showing that teacher dislikes his or her behavior. The book suggests 4 types of Or questions:

1) basic form (alternatives are neighboring);

2) postponed form (one alternative is at the end)

3) expanded (aiternative + verb phrase)

4) Wh- form (Wh- word + both alternative at the end)

Wh- form that has been mentioned in the unit as being most beneficial since it practices comprehension best. Among offered types there is a type of questions as clues which contain alternatives as clues usually. These questions used as helpers after wh- questions to which students didn't provide answer. However, teacher wanting to support students can use as secondary alternative structure *or something?* With the use of rising intonation.

Ex.:T: Why did she leave the room?

S: (silence) T: well, did she feel offended or something else?

Wh- questions with the partaking of wh- words such as: who, whom, whose, what, which, when where, why and how. There are given several features of wh- questions; they may generate four kinds of problems as well while being used word order—there should be an order like: Question word == auxiliary v. === subject ==== main verb ===== object? Why did she go to her friend's house?

If wh- word is a subject there is no need to use auxiliary verb within a sentence

Ex.: who went to the theater? (not: Who did go to the theater?). One more issue connected with the word order is the use of prepositions which may cause errors. Preposition should be placed in the end of the question: who are you thinking about?

As far as it is acknowledged that the learners vital participants in the classroom need to have the opportunity to talk more than the person who know already all the material that is being conducted. Apparently, "comprehensible input" which is created by the teacher is very

good technique to be used in ESL or EFL classes for learners have to practice much in the classroom to achieve more. Essentially, the self-regulation in learning procedure ought to be assisted by educators in order the learners to get be acknowledged.

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САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ ПО О ВЛАДЕННЮ ИНОЯЗЫЧНЫМН КОММУНИКАТИВНЫМИ УМЕНИЯМИ

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Как известно, проблемы организации и форм самостоятельной работы студентов вузов, вопросы оценки и контроля уровня знаний, навыков н умений приобретают еще большее значение в условиях перехода на новые образовательные стандарты.

На наш взгляд, самостоятельная деятельность рассматривается как деятельность студентов по самоосуществлению, и реализации себя в образованин.

Учиться, чтобы стать образованным, каждый должен сам путем организации собственной деятельности на основе личных потребностей, интересов, устремлений, используя индивидуально выработанные способы учебной работы н руководствуясь личностным отношением к ней.

Самостоятельная деятельность студентов неязыковых вузов по овладению иноязычными коммуникативными умениями зависит от коммуникативных и познавательных потребностей студентов, возможности использовать язык как средство профессионального и межкультурного общения.

Следует отметить, что будуший специалист может пользоваться иностранным языком:

- в процессе поиска и обработки профессиональио-важиой информации при работе с аутентичными текстами по специальности, периодических изданий, статей, рефератов;
- при написании тезисов, докладов, статей, аннотаций, личных и деловых писем (в том числе электронных), при заполнеиии различного рода анкет;
- в процессе научного сотрудиичества на семинарах, дискуссиях, конференциях;
- при личных контактах с носителями языка и представителями других культур во время посещения других стран в личных и профессиональных целях.

Таким образом, самостоятельная работа студентов вуза рассматривается как процесс активиого, целеиаправленного приобретения студентом иовых для него знаний и умеиий без непосредствениого участия преподавателей.

Однако, студеиты иеязыковых негуманитарных специальиостей при овладеннн иноязычной коммуникативной компетенцией, указывают на необходимость управления самостоятельной работой. Поэтому, самостоятельная работа по иностранному языку в неязыковом вузе включает обязательную самостоятельиую работу студента по заданию преподавателя, выполняемую во внеаудиторное время, в том числе с использованием

технических средств обучения и индивидуальную самостоятельную работу под руководством преподавателя. Участие студентов в различных формах самостоятельной работы обычно активизирует учебно-познавательную деятельность, стимулирует самостоятельную работу над языком. знакомит с социального- экономической и культурной жизнью народа страны изучаемого языка.

Следует подчеркнуть, самостоятельная работа по иностранному языку должна быть конкретной по своей предметной направленности. Этого можно достичь в том случае, если учебное задание содержит конкретную коммуникативную задачу, если определен необходимый объём знаний, умений, навыков на каждой ступени познавательной деятельности студентов.

Как уже говорилось выше, на базе высшего образования преподавание иностранному языку воспринимается имеино как средство повседневного общения с носителями другой культуры. Задачей высшего образования- является формирование широко образованиого человека, который имеет фундаментальную подготовку не только по узким специализациям.

Таким образом, мы можем сделать заключение, что разные формы самостоятельных работ в виде дискуссий, дебатов, круглых столов, ролевых и деловых игр способствуют формированию у студентов важных для самостоятельной работы когнитивных умений: поиск и отбор материала, структурирование, классификация, сравнение, аннотирование, реферирование, оценивание, аргументация, выявление иричинно-следственных связей и т.д.

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ ФИЛЬМОВ ДЛЯ ФОРМИРОВАНИЯ СОЦИОЛИНГВИСТИЧЕСКОЙ КОМПЕТЕНЦИИ У УЧАЩИХСЯ

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Выделение социолингвистической компетенции в составе коммуникативной значимо для развития умений общения у учащихся, способных участвовать в межкультурной коммуникации.

Требования к социолингвистической компетенции в определенной мере сформулированы в монографии «Общеевропейские компетенции владения иностранным языком: Изученне, обучение, оценка», однако они не соотнесены с формами общения, устнымн и письменными. Вместе с тем с методической точки зрения фактор учета формы общения при формировании всех составляющих коммуникативной компетенции крайне важен,

Социолингвистическая компетенция находится в тесном взаимодействии с социокультурной компетенцией, обеспечивая адекватность участия в межкультурной коммуникации. При подготовке студентов языковых вузов необходимо уделять особое внимание формированию социолингвистической компетенции. поскольку она «отражает социокультурные условия использования языка.

Владение социолингвистической компетенцией в устном общении предполагает

овладение коммуникантом не только языковыми, но и неязыковыми (невербальными) средствами общения, также способность выбирать и использовать их в соотнесении с конкретной коммуникативной ситуацией и социокультурными нормами страны изучаемого языка.

Одним из наиболее эффективных средств формирования данной компетенции у студентов языковых вузов являются аутентичные кино-, видео-, телефильмы, которые можно рассматривать как свое образные ретрансляторы национальной культуры, если под термином культура, вслед за К.М. Хоруженко, понимать «определенную совокупность социально приобретенных и транслируемых из поколения в поколение значимых символов, идей, ценностей, обычаев, верований, традиций, норм и правил поведения, посредством которых люди организуют свою жизнедеятельность.

Именно они являются весьма эффективным средством формирования социолингвистической компетенции в устном общении, главным образом потому, что демонстрируют целостные сценарии, наглядно представляющие социокультурную реальность, контекст и ситуацию общения в вербальном и невербальном плане выражения; позволяют формировать у студентов устойчивые ассоциации определенного ситуативного контекста с ожидаемым вербальным и невербальным поведением.

Отбор аутентичных фильмов с целью формирования социолингвистической компетенции следует производить с учетом следующих критериев:

1) соответствие уровню коммуникативной компетенции студентов, их интересам потребностной сфере в целом;

2) наличие существенного образовательного, воспитывающего и развивающего потенциала в содержании фильма, реализуемого в процессе работы над ним, например, при его обсуждении;

3) отражение в фильме современной реальности иностранного общества;

4) диапазон содержащейся в фильме социокультурной и социолингвистической информации, отражающей различие сферы общения и коммуникативные ситуации.

Практика обучения иностранным языкам показывает, что целесообразно отдавать предпочтение мелодрамам, комедиям и телесериалам, так как они:

• изобилуют диалогами, живой разговорной речью;

• их темы и сюжеты отвечают возрастным и коммуникативным потребностям студентов;

• комедии позволяют ознакомиться с юмором, свойственным носителям изучаемого языка и их менталитету, что также играет немаловажную роль при формировании социолингвистической компетенции, социокультурной компетенции и приближает студентов к аутентичной речи.

Методическая целесообразность использования аутентичных фильмов подтверждается тем, что они в учебных целях позволяют аудиовизуально предъявлять вариативные коммуникативные ситуации, под которыми понимается «динамическая система взаимодействующих конкретных факторов объективного и субъективного плана (включая речь), вовлекающих человека в языковую коммуникацию и определяющих его речевое поведение в пределах одного акта общения в роли как говорящего, так и слушающего».

Кроме того, используемые персонажами фильмов речевые и неречевые средства повторяется на протяжении ряда серий, что, безусловно, способствует развитию у студентов умений межличностного общения и непроизвольному усвоению соответствующих языковых и речевых средств общения.

Как говорит Исенко И.А, использование аутентичных фильмов в процессе овладения студентами иностранным языком как средством межкультурного общения при формировании социолингвистической компетенции требует от преподавателя

проведения определенной подготовительной работы, а именно:

1.Разбить фильм на рабочие более или менее логически завершенные эпизоды, которые обычно совпадают с делением на сцены.

2.Составить монтажный лист (схему) к каждому рабочему эпизоду, т.е. письменно зафиксировать все реплики персонажей.

3.Определить количество и значение всех представленных в монтажном листе лексических единиц также грамматических явлений, которыми должны овладеть студенты.

4. Выявить в фильме конкретный социолингвистичеекий материал (языковой и неязыковой), подлежащий усвоению. Определить соответствующий социокультурный контекст их употребления, указав эпизоды фильма и ситуации общения, в которых они встречаются.

5. Определить и быть готовым прокоммеитировать явления отражаемой фильмом инокультурной реальности, которые могут вызвать у студентов недопонимание и некоторое чувство дискомфорта в силу отличия от родной культуры и присущей ей системы ценностей.

6. Составить серию заданий и упражнений, необходимость которых обусловливается социолингвистической ценностью и особенностями языкового материала, тем или иным этаном работы, уровнем коммуникативной компетенции студентов в целом и социолингвистическая компетенция в частности.

7. По возможности подобрать занимательные тексты для дополнительного чтения, из которых студенты смогут извлечь социолингвистическую информацию, в той или иной мере перекликающуюся с содержанием фильма.

Такая подготовка преподавателя обеспечивает в дидактико-методическом плане работу над фильмом, позволяет избежать перенапряжения внимания студентов и сохранить их интерес к фильму.

Задачи, последовательиость выполнения и характер заданий, внутри каждого этапа обусловлены следующим: содержанием эпизодов, уровнем сформированиости коммуникативной компетеиции студентов и наличием учебиого времени. Выделенне этапов работы над аутентичными фильмами способствуст овладению студентами соответствующим алгоритмом их учебно-познавательной коммуникативной деятельности, фактически отражающей ие только технологию работы над аутентичным фильмом, ио и технологию развития социолингвистических умений устного иноязычного общения, лежащих в основе формирования социолингвистической компетенции.

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THE SIGNIFICANCE OF TEACHING LISTENING AND SPEAKING SKILLS

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Listening, as we know, is the skill of understanding spoken language. Listening is an essential skill, present in most of the activities we carry out throughout our lives, as Lindsay and Knight show:

We listen to a wide variety of things, for example: what someone says during a conversation, face to face or on the telephone; announcements giving information, for example, at an airport or railway station; the weather forecast on the radio; a play on the radio; music; someone else's conversation (eavesdropping); a lecture; professional advice, for example, at the doctor's, in the bank; instructions, for example, on how to use a photocopier or other machinery; directions; a taped dialogue in class (2006: 45)

The aim of teaching listening comprehension is to help learner of English cope with listening in real life, but there is a large variety of different types of listening in real life:

- Listening to announcements in stations, airports, etc
- Listening to the radio,
- Participating in a conversation face-to-face,
- Watch TV,
- Participating in a meeting, seminar or discussion,
- Taking part in a lesson,
- Participating in a telephone conversation, among others.

It has taken many years to give the listening skill the importance it deserves in second and foreign language learning among the teaching profession.

Rivers (1966: 196) claimed, "Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached".

However, Morley (1972: 7) notes, "perhaps an assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one's native language – has marked the importance and complexity of listening with understanding in a nonnative language".

Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension.

According to Nunan, (2001: 23) Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Respending. These stages occur in sequence and rapid succession.

The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.

For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur

for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender.

The next step, Remembering, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen.

In the penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases.

Finally, we have Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or non verbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Nunan: 2001, 23).

According to Lindsay and Knight, people have four different purposes when they listen:

We listen for a purpose, but this purpose can be very different depending on the situation: listening for specific details, listening for general meaning, listening for the general idea or gist. There is also a difference between listening: for information; for enjoyment or social reasons; to learn new language (2006: 46).

A good teaching method would try to combine both purposes and it is taking this aim into account that this study proposes some activities in the proposed suggested approach. When teachers are teaching listening, apart from the purpose, it is very important to follow a pattern. Bueno, Madrid and McLaren establish the following pattern:

1) Pre-listening would be the first stage, where the context is established. The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.

2) The following stage is listening, where learners do the mentioned tasks or find answers. There are two kinds of material and procedure. On the one hand, extensive reading helps students to acquire vocabulary and grammar and it usually takes place outside the classroom. They do it for pleasure, so that their knowledge of the language improves and it makes students better readers. On the other hand, intensive listening is what students usually learn in the classroom, through audio CDs and activities such as answering questions, following a route on a map, making notes, etc.

3) The last stage is post-listening, the part where students have the opportunity to check their answers about they have been listening to, to give feedback and consolidate what they have learnt. It is useful for teachers because it helps to analyze particular difficulties the students could have with the listening activity.

The second basic skill is speaking, undoubtedly important in a second language acquisition process:

Speaking is one of the most difficult skills language learners have to face. In spite of ,this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition (Bueno, Madrid and Mclaren, 2006: 321).

Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

In relation to the activities in order to develop the speaking skill, there are many ways to promote oral skills in the classroom. Discussions, speeches and role-play, among others, are the most typical speaking activities. Discussions are probably the most commonly activity in the oral skills class. A selected topic is given to the students through a reading, a listening passage or a videotape and are then, in pairs or groups, they discuss the chosen topic in order to come up with a solution. Students will be more involved with and motivated to participate in discussions if they choose the topics in relation to their likes and dislikes.

Books such as *The Non-Stop Discussion Workbook* and *Let's Start Talking* (Rooks 1988, 1994) contain many excellent ideas for interesting discussions that can be used and modified depending on the level of the students. A well-known example is the "Desert Island" discussion activity, where students are presented with the task of choosing five survivors out of a group of ten possible candidates to start a new civilization after a nuclear war. Once groups reach a consensus, they must present their choices to the other groups and argue for them if the groups disagree. Another common activity in the oral skills class is the prepared speech. Topics for speeches will he different depending on the level of the students and the focus of the class. For example, asking students to "tell us about an unforgettable experience you had" allows them to talk about something that is personally meaningful while at the same time encourages narration and description.

A third major speaking activity type is the role play, which is particularly suitable for practicing the sociocultural variations in speech acts, such as complimenting, complaining... Depending on the level of the students, role plays can be performed from prepared scripts, created from a set of prompts and expressions or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

It is teachers' task to create situations in class where students have real-life communication, activities related to their daily life and meaningful tasks that give them the chance to practice oral language. As it has been previously said, speaking is usually the most problematic skill to teach because, apart from its difficulty, teachers do not have much time to concentrate on this skill.

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АКТ ВА ИНТЕРНЕТНИНГ ЁШЛАР ОНГИГА ТАЪСИРИ

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"Бугунги кунда инсоният қўлида мавжуд бўлган курол-яроғлар ер куррасида бир неча бор яксон килишга етади. Буни хаммамиз яхши англаймиз. Лекин хозирги замондаги энг катта хавф инсонларнинг қалби ва онгини эгаллаш учун узлукеиз давом этаётган мафкуравий курашдир. Эндиликда ядро майдонларида эмас, мафкура майдонларида бўлаётган курашлар кўп нарсани хал килади.

Бугунги глобаллашув жараёнида хар қандай ривожланишни ахборот алмашинувисиз тасаввур этиш кийин. Бундай тараққиёт аслида ахборотга бўлган талаб хар качонгидан кўра, кучайиб катта аҳамият касб этиб бормокда. Шундай экан холис ва ҳаққоний ахборотларни тарқатиш, омманинг бу махсулотга бўлган эхтиёжини қондириш хар качоигидан кўра долзарб аҳамият касб этади. Бунинг учун эса албатта ахборот тарқатаётган ва телевидениеда ўз фаолиятини кўрсатаётган ходимларнинг ўрни беқиёсдир. Бугунги куида барчамизнинг ҳаётимизга кириб келган интериетнинг ўрни ва рўли беқиёсдир.

Бугун интернет дунёнинг хар бир бурчагига кириб улгурган ўргимчак тўрига айланди. Дунёнинг кўплаб ривожланган мамлакатлари интернетни оммавий ахборот воситаси сифатида тўлик қабул қилган. Шундай экан интернет тармокларида барча маълумотларни топишимиз мумкин[12]. Шахсий ҳаётимизда мустакил изланиб керакли маънбалардан окилона фойдалана олган такдирдагина кўзлаган мақсадга эришиш мумкин. Дархақиқат, ахборот технологияларининг ривожланиши жамиат ҳаёти учун ижобий оқибатларга эга бўлиши билан бир вақтда кўпгина ўзига яраша муаммоларни хам туғдирди.

Шу қаторда кундалик ҳаётда кўп вакт компьтер билан ишлаш соғлик учун ўз таъсирини кўрсатмасдан колмайди. Инернет тармоклари оркали ўзлари учун ёд бўлган турли хил маълумотларни олмоқда десак муболаға бўлмайди. Бугунги кунда интернет жаҳоннинг ҳамма мамлакатларига кирнб бормокда деб айтиш мумкин. Чунки янги технологияларни қўллаш билан интернет тармогига эр шарининг хар қандай нуқтаеидан уланиш мумкин. Агарда кенг инфраструктураси ҳакида гапирадиган бўлсак унда интериет бугупги кунда жаҳоннинг 150 дан ортиқ давлатларни қамраб олган.

Бугунги ахборот технологиялари ниҳоятда жадаллик билан ривожланиб, турмушимизнинг деярли барча жабҳаларига шиддат билан кириб келди ва замонавий вокеаликка айланди. Инернет ва АКТта бўлган эхтиёжнинг бир қанча сабаблари бор эди. Интернетнинг бу кабн ахборотларни тақдим этишдаги тезкорлиги ва иқтисодий кулайлнги анъанавий нашрларнмизиинг мавзу кўламини кенгайтиришга хнзмат қилди.

Ахборот технологиялари шиддат билан ривожланар экан, инсонлар осонлик, кулайликка тез кўникади ва мослашадн. Бир карашда ахборот комуникация технологиялари соҳаси, компъютер, интериет олами киши онги ва тасаввури учун жуда мураккаб, ўта огир туйулади. Интернет маълумотларнинг тубсиз ва чексиз океандир. Тармокда барча ўзи излаган нсталган мавзу ва масалалар бўйича кўплаб маълумотларни топиш мумкин.

Интернет тармокларида ахборот таркатишда турли-хил йўллар билан бош котириш билан бир каторда тезкорлик билан ахборот етказилаётган ахборотлар канчалик тўгри эканлига текширилмайди. [13] Бир кунда интериет тармокларида

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[12] Каримов И.А. Юксак маънавият-енгилмас куч. –Т.: "Ўзбекистон". Б 66-67

[13] Қодратўжаев Ш. Интернет ва ахборот хизматлари, фойдаланиш асослари. –Т.: "Истиклол". Б 10-11

миллионлаб ахборот айланади ва уларнинг канчалик тўғри, фойдали жихатларини хар томонлама фикр мулохаза килиб фойдаланиш максадга муофикдир.

Энг мухими, инсоният интернетдан тўғри фойдалана билиши керак. Агар интернетни тўғри максадларда ишлатсак, у салбий таъсирдан химояланишни таъминлайди. Табиийки. бугунги ахборот алмашинуви нихоятда глоббалашган шароитда кишилар хаётини ахборот воситаларсиз тасаввур килиб бўлмайди. Юкорида эътироф этганимиздек, XX асрнинг охирларида ахборот технологияларининг ривожланиши махсули сифатида инсоният хаётига интернет деб номланмиш глобал ахборот тармоги кириб келди. Ушбу ходиса бутун инсоният хаётимда, жуда катта бурулиш бўлди.

Ўзбекистон хукумати интернетга уланиш хажмини оширишни режалаштирмокда. Айни пайтда фойдаланувчиларнинг кўпи интернетга мобиль курилма оркали киралилар. Ўзбекистоннинг йирик уяли алока операторлари 2020 йилгача ўзларининг базавий станциялари соиииии 6 мингтача етказадилар ва бу симсиз алоканинг сифати ва тезлигининг яхшиланишига олиб келади.

Бугунги куида дунёни эгаллаш ва ўз мафкураларини сингдириш ахборотларни интернет тармоклари оркали таркатиш амадга оширилмокда. Энг самарали курол эса ахборот. Инсоннн оддий кундалик эхтиёжларини кондиришга каратилган хатти-харакатларининг асосини хам, дунё мамлакатларининг инсоният такдирига дахлдор бўлган карорларнинг манбаини хам ахборот ташкил этади. Бу эса ўз навбатида молиявий таъсир кўламини хам анчагина кенгайтиради.

Хозирда турли усулларда олиб борилаётган мафкуравий тарғибот ва ташвикотларнинг асл максади -- инсон калби ва онги учун курашга каратилган. Кўплаб интернет сайтлари оркали таркатилаётган ёлғон бўхтон гаплар интернетдан фойдаланувчиларин, айникса ёшларни ўзига жалб килмасдан колмайди.

Айнан замонавий алока ва ахборот технологиялари тизими мамлакатимиз мамлакатимиз ва жамиатимизнинг тарракиёт даражасини кўрсатадиган мезонлардан бири бўлиб хизмат килади. Интернет керакли бўлган маълумотларни осонликча кидирнш имкониятини яратади, ахборотлар маълумотномасидан тортиб то барча керакли маълумотни олиш имконини яратади. Интернет бир вактнинг ўзида керакли маълумотни олиш учун ахборот " уммони" хамда ахборот тармоғи бўлиб хизмат килади. Замонавий технологик ютуклар нафакат ахборотни самарали излаш, саклашдангина иборот бўлмай, уни дунё микиёсида таркатиш имконини хам беради. Ахборот глобаллашуви ва ёшлар маънавияти хар кандай ахборот окимининг ёшлар маънавиятига таъсири хакида сўз юритганимизда, аввало, бу масаланинг замирида жамиятимизнинг, давлатимизнинг миллий хавфсизлиги ётганлигини унутмаслигимиз лозим.

Ахир бугун ахборот асри. Аммо уларда хар кандай ахборотга тўғри муносабатни тарбиялай олсак, демак бу зарарни маълум микёсда чегаралай олган бўламиз. . Бундай шароитда эса биз ёшларнинг зиммасига катта масъулият ва ишонч юкланади. Хар доим сергак бўлиш хар кандай интернет ахборотларини холисона текшириш ва бахо бериш, ёт гояларга карши ўзимизда мустахкам иммунитетни шакллантириш бугунгидек ахборот глобаллашуви жараёнида хар кандай ахборот хуружларига карши улкан тўсикдир.

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PROBLEMS OF TEACHING VARIOUS ASPECTS OF THE FORMING SPEAKING SKILLS

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Being able to keep a fluent conversation with a native speaker is viewed as the main goal of my students, which underlines the importance of speaking skills in a student's point of view. Therefore, in my thesis I decided to concentrate on communicative activities which might be helpful for English teachers and enhance their students' communicative skills.

In this part I deal with the difference between speaking and conversation, and explain its practical use in everyday life. I also aim to highlight the importance of motivation in teaching practice and the techniques and approaches used to enhance students' desire to speak a foreign language. While dealing with communicative activities, I focused on distinguishing them either as accuracy or fluency activities and provided definitions of these terms. The role of a teacher is also discussed suggesting useful ideas to make the speaking lesson as effective as possible. The practical part consists of a set of pre-taught communicative activities described minutely and their evaluation for other teachers who would like to apply them in their speaking lessons.

Speaking as a skill

For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language.

Communicative approach focuses on a balance between fluency and accuracy and is the most suitable for those students whose aim is to gain confidence in speaking and conversational abilities. Nevertheless, speaking in a foreign language has often been viewed as the most demanding of the four skills. "While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills." (Harmer 1995, 16)

Producing spoken language has often meant a difficulty and an obstacle for English learners. There might arise a question why. The answer is obvious. In the natural spoken language students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practising conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practise "real" communication with our students within the learning process. If it is neglected, it may be a reason why students are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

The embarrassment is usually caused by students' inability to adjust to native speakers' speech. This is natural and adjures patience while learning to speak or communicate in a foreign language. As I already mentioned, native speakers are a great support and the opportunity to communicate with them means even greater encouragement for our students. Although it is quite demanding for students to keep up in conversation with them, they take it as an advantage in their studies. Most English learners are actually familiar with the fact that

the best way to advance their speaking skills is adjusting to it in an English speaking environment.

Difference between speaking and conversation

Although the terms "speaking" and "conversation" may seem clear, they often get misunderstood. Speaking as a skill taught at schools presents the student's ability to express his or her opinions, thoughts and ideas to a particular matter. Speaking practice, which is usually based on storytelling, giving speech or presentation, is the necessity for later successful conversation. Nevertheless, the focus on speaking activities has diminished in recent years. This has been caused by many factors, especially by realizing the need of everyday communication.

As I mentioned above, giving speeches or presentations is not what we concentrate on in our lessons. Even though these are crucial prerequisites for later conversational practice, the teachers tend to focus on communicative activities as the main goal of speaking lessons. I have no objection to this, but it is essential to mention the importance of presentations for military English learners working for the Ministry of Defence and the consequences of the lack of speaking skill while giving military presentations abroad. For this reason, it is very important for teachers to think through the purpose of speaking and communicative activities being prepared for lessons and also the target group of learners.

Nolasco (1987, 3) mentions that being able to speak reasonably correct and even fluent English is one thing, but being able to engage in on-going, interactive, mentally satisfying conversation is another. Conversation is such a natural part of our lives that many people are not conscious of what happens within it. However, conversation follows certain rules which should be obeyed in order for participants to feel relaxed and be satisfied with it.

Arthur (1987, 5) adds that the main purpose of conversation is the exchange of information among people. While communicating, our students may find themselves in different social situations playing various social roles and the main task for language teachers is to prepare them for these real situations they might participate in. This also includes leading students to develop the ability to initiate and sustain conversation whenever it occurs.

Students' motivation to participate in a speaking lesson

When students learn a foreign language, they very often accumulate a lot of knowledge (grammatical rules, lists of vocabulary items), but then they find out that they cannot actually use this language to communicate when they want to. Scrivener (2005, 147) claims that there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. Partly they may fear seeming foolish in front of others; they may worry about getting things wrong they may want to avoid teacher's comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure.

Nevertheless, the teacher is not the only one whom the students' success in speaking is based on. There are also motivational factors, differing from student to student, which influence his progress in the spoken language. Harmer (1991, 4-6) distinguishes extrinsic and intrinsic motivation. He claims that students' attitude to speaking the language may be affected by different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal

in improving the speaking skill could be achieved. Success is also based on students willingness to learn to speak a foreign language, which may be influenced by the teacher's methods used in teaching communication and, above all, his or her personality. Considering these, teachers should realize how important role they play in encouraging the students to learn to speak a foreign language.

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STRATEGIES FOR DEVELOPING STUDENT'S LISTENING SKILLS

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As we know, language learning depends on listening. Listening provides us the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Effective language instructors show students how they can adjust their listening behavior to deai with a variety of situations, types of input, and listening purposes. They help students develop a set of listening strategies and match appropriate strategies to each listening situation. Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

Top-down strategies are listener based; tho listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- listening for the main idea
- predicting
- drawing inferences
- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- listening for specific details
- recognizing cognates
- recognizing word-order patterns

Strategic listeners also use *metacognitive strategies* to plan, monitor, and evaluate their listening.

They plan by deciding which listening strategies will serve best in a particular situation.

They monitor their comprehension and the effectiveness of the selected strategies.

They evaluate by determining whether they have achieved their listening comprehension goals and whether the combination of listening strategies selected was an effective one.

Listening for Meaning To extract meaning from a listening text, students need to follow four basic steps:

Figure out the purpose for listening. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.Select top-down and bottom-up strategies that are appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.

Check comprehension while listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.Public speaking is considered to be an essential ability for those who desire to advance their career in business and politics. But considering all the noise concerning the importance of speaking, listening is virtually ignored. Here are five ways to increase our listening abilities:

1. Be Fully In The Moment

Have you ever been speaking to someone and found that they are distracted by something and not really listening to you? You probably thought this was annoying, frustrating, and disrespectful. At that point you may have even become angry or shut the conversation down.

When someone is speaking it is vitally important to be fully present and in the moment with them. If something else is on your mind, like a call you have to make, or a text you need to answer, let them know, do what you need to do, and when you are finished let them know you are ready to listen.

When listening pay attention not only to the words but the tone of voice, facial expressions, and body language. This will give you information that will be as important as the words themselves.

2. Put Yourself In Their Shoes

Whether you agree with the speaker or even have an interest in what they have to say, what they are saying is important to them. Imagine yourself in their situation, wanting only to have someone listen to them. When they are speaking, make an effort to think of where they are coming from and why. Imagine what their life is like and what struggles they might be facing. People will appreciate that you made the effort to understand and really hear them.

3. Pick Up Key Points And Let The Speaker Know You Did

Many people have trouble focusing on what someone is saying especially if they speak for longer than a minute or so. It is easy for our attention to drift to something else that we might find more interesting. If that's the case, try to pick up a few key points in the conversation. After they finish talking, let them know that you heard them by mentioning the key points you heard them say and ask them to clarify anything that you did not understand. You will be forgiven for not being able to follow the whole conversation if the person talking believes that you made an honest effort.

4. Practice Active Listening

Most people are thinking of how they are going to reply when someone is talking. Instead of doing that, try to focus completely on what the person is saying. Pretend that you will be tested on how much of what they were saying you heard and understood. A good exercise to practice is to sit down with a family member or a good friend and practice simply giving feedback to them of what you heard them say. You will notice that it gets much easier to focus on their words when you aren't worrying about how you will respond.

5. Develop Curiosity, An Open Mind, And A Desire For Continuous Growth

People who are naturally curious see conversations as learning opportunities. They are always looking to discover or learn something new and see everyone they talk to as having the potential to teach them something. They are open to the idea that their own way of seeing things may not be the only, or necessarily the best, way and don't feel the need to always defend their own point of view or way of seeing the world.

These people are continuously looking for new learning opportunities and taking on new challenges. You will recognize these people as the ones who are signing up for courses, volunteering, and trying new experiences throughout their lives. For them, listening to others becomes an easy and natural way to continue on their self-development journey.

Listening is the ability to accurately receive and interpret messages in the communication process.

To sum up,listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

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PROBLEMS OF ORGANIZING ESP CLASSES IN EDUCATIONAL INSTITUTIONS

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Nowadays it is still urgent to discuss what to teach and how to teach a foreign language taking into account the aim social and professional needs of future specialists in our country. Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience.

The situation with foreign language teaching in Uzbek Universities is in some ways different from that of many European countries. In Uzbekistan, students in all specialties have foreign languages on the curricula as an obligatory subject for two or three years out of the average five years of the full course. Thus, our students not only want to learn foreign languages, but also have to learn them because students of any subject, any diseipline must learn a foreign language as part of their syllahus.

At the heginning of the university course of foreign language teaching it is necessary to formulate its actual - and realistic aims and tasks. Students must know from the start what variety of the foreign language. and to what extent. they are going to master it. Many people get

bitterly disappointed and lose interest in foreign language studies because they were not duly informed that it is not possible (if you are not a genius, but these are scarce) in the limited period of learning 2-4 hours for week for 2-3 years - to master a foreign language, to acquire all the various skills: reading special literature, newspapers, fiction, writing scientific papers, understanding the lyrics of songs, everyday speech, etc., ete.

The tasks of teaching English for Specific Purposes must be formulated from the very beginning. In the universities programs these tasks are very humble: to teach students ESP, i.e. as an actual means of communication among specialists of different countries, meaning both - oral and written kinds of communication. In other words, ESP is oriented towards mastering skills for professional communication.

As H. Radford points out the structure and content of language curricula, when modem languages were first introduced into universities, were much influenced by the need to achieve academic respectability[14]. And still, it is the most frequent concept of teaching ESP in universities. But the ability to speak the language is not emphasized as much as the ability to write, and, above all, the ability to read the language. Language curricula is therefore dominated by the systematic study of grammar, the regular carrying out of translation exercises into and out of language, the close study of set literary and science texts, the broad study of philological studies of the language[15].

Another difficulty while teaching ESP at university level is that the first-year students have different language background. From our point of view, the best way out in such situation is a modular type of English course curricula structure, but this is not quite acceptable in our universities because this type of curricula demands great reconstructions in a university programs on the whole. What we can really do is to introduce diagnostic tests followed by an introductory English course if there is a need for students. The goal of the diagnostic test is to check students' knowledge in English and to see if students are ready to take on a Basic Course of ESP. The objects of test are lexical, grammatical and reading skills. Usually the test is based on the 400 most frequent words of school vocabulary / lexis inherent in the Basic Learner's Course, about 15 school grammatical items and 2 texts. The results of the test will show whether a student entering the university is ready to take on the Basic Course of ESP or not. As the result, the diagnostic test shows if there is a need in an introductory course. The introductory course should be devised as a transition course from the general English school course to the university course in ESP. The goal of the course is to review key language features taught at school as well as to form and develop reading and speaking skills of the ESP course. So that is one more teaching problem in ESP at university level.

Another important aspect to be taken into consideration is distinguishing between passive, aimed at recognition (reading, comprehension) and active, aimed at production (speaking, writing) forms of language use. The distinction is essential because these two forms require different means and methods of teaching and - most importantly - different teaching materials[16].

Teaching methods must be learner oriented. In other words, ESP is concerned, first and foremost, with satisfying the real needs of the students and not with revealing the knowledge of the teacher. The intensive and efficient teaching of grammar, vocabulary, translation, etc. must be scientifically grounded and concentrate only on those items which students actually need for the purposes specified at the beginning of the university course. This is an important statement which in theory is universally accepted but in practice is hardly ever followed.

The primary goal of the ESP course is to teach professional communicative competence that is the ability to communicate in English according to the situation, purpose and specific

[14] Radford, N. Languages at universities today and tomorrow: proc. of the methodology conf. of the lang. center. - Tartu: Univ. of Tartu, 2000.-P. 89-96.
[15] Maddock, J. Languages in the Higher Education Curriculum: the South Australian Case / Maddock J. // European Journal of Education. - 1994. - Vol. 29, No. 3.-P. 247-253.
[16] Ter-Minasova, S. Teaching English at University Level

roles of the participants. The ESP course builds on and extends the foundations for accurate communication. It extends the learner's grammatical, lexical and functional skills[17].

Communicative situation is a dynamic system of interacting objective and subjective factors, involving a person in communication and defining his speech behavior within a single communication act. There is a great need in making up typical communicative situations, covering the part of the professional communication domain that has not been considered yet, in selecting language and speech patterns to provide communication in typical situations, in constructing a complex of exercise base on the methods of teaching foreign language. While arranging teaching material it is necessary to pay special attention to the common situations and the way to define their list. In our case these situations are included mainly in the professional communication domain. In general oral communication domain is an aggregate of communicative situations being characterized by similar speech behavior, relations between the communicants and conditions. Professional communication domain is a complex of communicative situations, covering professional activities. This sphere comes into contact with the service domain, sociocultural domain and administrative and cultural domain, as a real communication of specialists cannot be limited by the discussion of purely professional problems. However, professional domain prevails.

Another problem of teaching ESP is vocabulary from the general and professional points of view. Vocabulary plays a key role in teaching foreigu languages in general and in professional course in particular. ESP teaching implies teaching the vocabulary of a special text. However, there are no easy points as far as living human languages concerned. Indeed, the vocabulary of a special text consists of three strata, three layers: general words, scientific words and terms. Basic general words must have been learnt before the University. Terms are the gist, the essence of the speciality and are usually better known by students than by teachers. The emphasis, consequently, is on the scientific vocabulary wbich is, as it were, the skeleton of every special text. However, the general vocabulary is never taught properly at school and has to be acquired at the University level, especially now that the demand for so-called colloquial language has become so great since the prospects of direct, live contracts with foreigners have become so real. This is one more problem to think about.

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ZAMONAVIY TEXNOLOGIYALARNING XORIJIY TIL TA'LIMIDA O'RNI

Suyarova Sh.
ToshDAU

Davlatimizning jahon mamlakatlari hilan olib borayotgan iqtisodiy, siyosiy, madaniy va ma'rifiy aloqalari kuchayib borayotgan bir paytda yoshlarimizning xorijiy mamlakatlar hayoti, madaniyati, urf-odatlari, tiliga bo'lgan qiziqishlari ortib bormoqda. Bu aloqalarning rivojida xorijiy tillar, ayniqsa, ingliz tilining o'rni beqiyosdir. «Ta'lim to'g'risida»gi qonun va Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi Prezidentimiz qarorida uzluksiz ta'lim tizimida chet tillarini faol o'rgatish uchun zarur sharoit yaratish.

[17] Chomutova T.N. Developing a Course in English for Specific Purposes

zamonaviy o'quv-uslubiy materiallar bilan ta'minlashni yanada takomillashtirish, bunda axborot-kommunikatsiya texnolo-giyalaridan samarali foydalangan holda xorijiy tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish vazifasini amalga oshirish maqsad qilib qo'yilgan. O'quvchilarga xorijiy tillarni o'qitishda qo'shimcha manbalardan samarali foydalanish, yordamchi o'quv vositalar ko'magida o'quvchilarning xorijiy tilga qiziqish va munosabatini yanada yuksaltirish, har bir darsni interaktiv, ya'ni, aktiv-o'quvchi usullarida olib borish, darslardan so'ng ularga qo'shimcha darslar berish va bu jarayondan an'anaviy uslublardan keng foydalanishni taqozo qiladi. Ana shunday innovatsion texnologiyalardan foydalangan holda tashkil etilgan dars jarayonida o'quvchilarning chet tiliga bo'lgan qiziqishlari ortib, ularning mustaqil ijodiy ishlash malaka va ko'nikmalari takomillashib boradi. Natijada o'quvchilarda nutqiy muloqotga kirishish rivojlanib, ularda nutq madaniyatini oshirish imkoniyati paydo bo'ladi.Ilmiy adabiyotlarda keltirilishicha «Innovatsion texnologiya» terminining etimologiyasiga ko'ra, «innovatsiya» (inglizcha inovation — kiritilgan yangilik, ixtiro) «fan-texnikada joriy etilgan yangilik» ma'nosini ifodalaydi, «texnologiya» esa lingvodidaktik tushuncha sifatida «kam vaqt, kuch va mablag' sarflab, ta'lim maqsadiga erishishni ta'minlovchi sa'y-harakatni ilmiy tashkil qilishning oqilona usullari majmui»ni ifodalaydi. Shuni alohida ta'kidlash kerakki, an'anaviy pedagogikada innovatsion texnologiyaning muayyan usullari sifatida, masalan, Brain storming, case, zigzag, cluster, project, method kabi turlarini qo'llash katta natija beradi. Chet tillarini o'rgatishda, albatta, o'qish, ya'ni mutolaaning roli juda muhim hisoblanadi. Biroq, pedagogik faoliyat davomida shu narsaga amin bo'lamizki, og'zaki nutq ham chet tillarini o'rgatishning eng samarali vositalaridan biri ekan. Yana bir xulosa shuki, biror bir xorijiy tilni mukammal o'rganishni o'z oldiga maqsad qilgan shaxs, avvalamhor, o'z ona tilini har jihatdan mukammal egallagan bo'lishi lozim.Ayrim holatlarda biz, talaba o'qishni bilmasa, grammatikani bilmasa, u gapira olmaydi deb asosiy kuch va urg'uni o'qishga, grammatikani o'rganishga katta e'tibor qaratamiz. Biroq, intellektual salohiyat, o'zlashtirish, qabul qilish, anglash va xotira darajasi har bir o'quvchida o'zgacha rivojlangan ho'ladi. Kimdir eshitish, kimdir yozish yoki o'qish, yana kimdir esa faqat ko'rish va so'zlash orqali yaxshi qabul qiladi. Shu bois ham, yuqorida ta'kidlab o'tilganidek, imkon qadar har bir talabaga, uning salohiyatidan kelib chiqib, individual yondashgan holda, o'zlashtirish va singdirishning turli vositalaridan, eng muhimi, og'zaki nutqni rivojlantirish usullaridan ham unumli foydalanishimiz zarur. Og'zaki nutq mashg'ulotlarini o'tkazishdan maqsad o'quvchilar yodidan ko'tarilgan so'z, ibora, namunalarni esga tushirish, inglizcha tinglash, gapirish uchun nutq organlarini tayyorlash, ularni ingliz muhitiga tushirishdir. O'quv mashg'ulotlari davomida mazkur aralash va sof dars turlarini qo'llash orqali o'quvchilarning ingliz tilida gapirish, tinglab tushunish, o'qish, yozish, xotira va mantiqiy tafakkurni rivojlantirish, ularning bilim saviyasi va ma'naviyatini yuksaltirish, aqliy mehnat malakalarini hosil qilish, shuningdek, o'quvchi shaxsining aqliy, hissiy va motivatsion xususiyatlarini rivojlantirishga erishiladi. Darhaqiqat, ta'lim muassasalarida xorijiy tillar xonalari o'qitishning zamonaviy texnik vositalari bilan jihozlanayotganligi, shuningdek, televideniye orqali xorijiy tillarga o'rgatish bo'yicha ko'rsatuvlar namoyish etilayotganligi, ingliz tilidagi ilmiy-ommabop hamda multiplikatsion filmlarning o'zbek tilidagi subtitr yordamida ko'rsatilayotganligi o'quvchilarning chet tilidagi bilimlarini ham nazariy, ham amaliy jihatdan yanada boyitmoqda.Bugungi o'quvchilarimiz orasida chet tilini mukammal biladiganlari, jahon adabiyoti namunalarini tarjima qiladiganlari, bir necha xorijiy tillarni o'rganayotganlari ko'p. O'zbekiston Respublikasi Prezidenti "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi Qarorga imzo chekdi. Qarorda ta'kidlanganidek, bugungi kun zamonaviy pedagogik va ahborot-kommunikaciya tehnologiyalaridan foydalanib, o'qitishning ilg'or usullarini joriy etish orqali yoshlarga chet tillarni o'rgatish, shu tillarda erkin so'zlasha oladigan mutahassislar tayyorlash tizimini tubdan takomillasbtirish hamda buning negizida, ularning jahon sivilizasiyasi

yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratishni taqozo etadi. Kadrlar tayyorlash Milliy dasturining 3.3.2-bandida uzluksiz ta'limni isloh qilish uchun belgilangan vazifalarni amalga oshirishda ham chet tilini o'rganish talab qilinadi. Demak, ta'limning barcha turlarida chet tilni o'rganish maqsadga muvofiq. Chet tilni o'qitishda esa jahon tajribasida sinovdan o'tgan ta'lim tehnologiyalarini qo'llash samarali natijalar berishi ayon. Oliy o'quv yurtlarida ayrim maxsus fanlarni, xususan, texnik va xalqaro mutaxassisliklar bo'yicha o'qitish chet tillarda olib boriladi. Qarorda shuningdek, chet tillarni o'rganishni yanada rivojlantirish bo'yicha doimiy ishlaydigan Muvofiqlashtiruvchi kengashni tashkil qilish. O'zbekiston davlat jahon tillari universitetini esa uning ishchi organi etib belgilash qayd etilgan. 2015-2016 o'quv yillaridan boshlab, barcha oliy ta'lim muassasalariga kirish testlari blokiga xorijiy tillar ham kiritiladi. 2013-2016 yillarda ta'lim muassasalari xorijiy tillar kabinetlarini zamonaviy axborot-kommunikatsiya va o'qitishning texnik vositalari va anjomlari bilan jihozlash ham nazarada tutilgan.T a'lim tizimining barcha bosqichlarida chet tillarni uzluksiz o'rganishni tashkil qilish, shuningdek, o'qituvchilar malakasini oshirish hamda zamonaviy o'quv-uslubiy materiallar bilan ta'minlash yanada takomillashtirilishini taqozo etadi. Mazkur qarorni qabul qilishdan maqsad zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish yo'li bilan, o'sib kelayotgan yosh avlodni chet tillarga o'qitish, shu tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratishdan iborat.

Foydalanilgan adabiyotlar ro'yxati:

1. www.ziyo.net
2. www.muloqot.uz
3. www.jntuit.ru

РЕПРЕЗЕНТАЦИЯ КОНЦЕПТА WATER/СУВ АФОРИСТИЧЕСКИМИ ЕДИНИЦАМИ

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Афоризм — обобщённая, законченная мысль определённого автора, выраженная в лаконичной, отточенной форме, отличающаяся меткой выразительностью и явной неожиданностью суждения (БЭС, 2000). Афоризм это — краткое высказывание в образной, необычной форме, выражающее какую-лнбо оригинально сформулированную мысль. Афоризм характернзуется стремлением дать краткое и в то же время исчерпывающее, полное определение предмета. По мнению ряда исследователей «свойство афорнстичностн подразумевает способность высказывания восприниматься как имплицитно содержащее более щнрокую информацию, чем та, которая эксплицитно выражена в его тексте. Эта способность опирается на сеть сложных ассоциативных отношений, выходящих за пределы лингвистического контекста» (М, А. Черкасский).

Концепт Water является одним из самых интересных, сложных и важных концептов в мировой культуре, о чём свидетельствует многообразне языковых форм реализацни этого концепта на всех уровнях языка: лексическом, фразеологическом, словообразовательном и т.д. Как показал анализ языкового материала афористические тексты также широко представляют данный концепт, понятийным ядром которого

является лексема water. Изучение семантических и стилистических особенностей функционирования данной лексемы в афористических текстах даёт возможность выявить широкий диапазон концептуальных признаков входящих в многомерную структуру концепта. Как известно, структура концепта состоит из понятийного ядра и периферии, в которую включаются все коннотативные, оценочные, эмоциональные, ассоциативные признаки.

Анализ языкового материала показал, что в рассматриваемых языках выявляется когнитивно-концептуальный признак: **Water – это величайшая ценность, дарованная человечеству, без которой не может существовать сама жизнь:**

Thousands have lived without love, not one without water (W.H. Auden)

Water is the basis of life and the blue arteries of the earth! Everything in the non-marine environment depends on freshwater to survive (Sandra Postel)

Water is the lifeblood of our bodies, our economy, our nation and our well-being (Stephen Johnson)

Water is the soul of the earth (Robert A Swanson)

Следующий когнитивно-концептуальный признак: **Water – это бесценная жидкость, которую надо беречь и которая может стоить очень дорого** – подчёркивает культурно-историческую значимость воды:

Water has become a highly precious resource. There are some places where a barrel of water costs more than a barrel of oil (Lloyd Axworthy).

The air, the water and the ground are free gifts to man and no one has the power to portion them out in parcels. Man must drink and breathe and walk and therefore each man has a right to his share of each (James F.Cooper)

В некоторых афоризмах подчёркивается идея о том, что люди часто не осознают ценность воды:

When the well is dry, we know the worth of water (Benjamin Franklin)

Children of a culture born in a water-rich environment, we have never really learned how important water is to us. We understand it, but we do not respect it (William Ashworth)

Как показал анализ языкового материала, в некоторых афоризмах, с одной стороны, отсутствует положительная оценка воды, т.к. предпочтение отдаётся вину

Let us have wine and women, mirth and laughter, Sermons and soda-water the day after (Lord Byron, Don Juan)

And Noah he often said to his wife when he sat down to dine, "I don't care where the water goes if it doesn't get into the wine." (Gilbert K. Chesterton)

С другой стороны, вода признаётся единственным стоящим напитком для людей и более полезной чем вино:

I believe that water is the only drink for a wise man (Henry David Thoreau)

Whenever someone asks me if I want water with my Scotch, I say I'm thirsty, not dirty (Joe E. Lewis)

Take counsel in wine, but resolve afterwards in water (Benjamin Franklin)

A man may acquire a taste for wine or brandy, and so lose his love for water, but should we not pity him (Henry David Thoreau)

Как уже было вышеупомянуто, вода представлялась как имеющая божественное происхождение сущность, что обусловило выделение когнитивно-концептуального признака: **Water – это божественное чудо, свойства которой никто не может понять до конца:**

If there is magic on this planet, it is contained in water (Loran Eisely)

Water is H2O, hydrogen two parts, oxygen one, but there is also a third thing, that makes water and nobody knows what that is (George Sitwell)

Between earth and earth's atmosphere, the amount of water remains constant: there is never a drop more, never a drop less. This is a story of circular infinity, of a planet birthing itself (George Sitwell)

The Waters are Nature's storehouse in which she locks up her wonders (Isaac Waltonn)

С данным когнитивно-концептуальным признаком тесно связан и следующий признак, где подчёркивается **святость воды, её особая значимость в духовной жизни**:

There is no water in oxygen, no water in hydrogen: it comes bubbling fresh from the imagination of the living God, rushing from under the great white throne of the glacier. The very thought of it makes one gasp with an elemental joy no metaphysician can analyze. The water itself, that dances, and sings, and slakes the wonderful thirst--symbol and picture of that draught for which the woman of Samaria made her prayer to Jesus--this lovely thing itself, whose very wetness is a delight to every inch of the human body in its embrace--this live thing which, if I might, I would have running through my room, yea, babbling along my table--this water is its own self its own truth, and is therein a truth of God (George Macdonald).

Во многих афоризмах выявляется концептуально-когнитивный признак, отражающий образную составляющую концепта: **Water – это красота природы и окружающего мира:**

Everywhere water is a thing of beauty, gleaming in the dewdrops; singing in the summer rain; shining in the ice-gems till the leaves all seem to turn to living jewels; spreading a golden veil over the setting sun; or a white gauze around the midnight moon (John B. Gough)

I have left almost to the last the magic of water, an element which owing to its changefulness of form and mood and colour and to the vast range of its effects is ever the principal source of landscape beauty, and has like music a mysterious influence over the mind (George Sitwell)

Таким образом, исследование репрезентации концепта **Water** афористическими единицами Таким образом, проведённый анализ даёт возможность сделать выводы о том, что:

— лексема **Water** в афористических текстах характеризуется концептуальной значимостью, что обусловлено многообразием концептуальных признаков эмоционально-оценочного, образного характера.

— в структуре концепта концептуальные признаки эмоционально-оценочного, образного характера выполняют доминирующую роль

— афоризмы выступают в качестве одного из важнейших вербализаторов концепта **Water**.

Использованная литература:

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3. http://hubpages.com/literature/Best-Quotes-about-Water
4. http://www.quotegarden.com/water.html

TWO TENDENCIES OF LANGUAGE ACQUISITION – AUTONOMY LEARNER AND THE INTERNET AS FOSTER TOOLS

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Many teachers are interested in various innovations and enhancements in the field of education. They are profoundly convinced that the process of teaching/ learning languages should he modified and enriched in order to meet both global challenges and students' growing expectations. There is an abundance of teaching/ learning techniques, methods, strategies, and suchlike. However, everyday observations emphasize that the most widespread model of teaching foreign languages is instructing, drilling, telling what and how to do, ordering to memorize vocabulary. It is reasonable to admit that there are more and more teachers who take advantage of new, more effective teaching aids, methods, solutions or models have been more and more noticeable.

Learning a foreign language is a relatively complex process which forces students to apply all their skills and incorporate all mental processes which contribute to successful linguistic development. Therefore, in order to maximize the effects of learning learners should be provided with the variety of activities which cater for their needs and create a conducive ambience indispensable for students" progress. With the advent of technologically advanced era the importance of Computer-Assisted Language Learning (CALL), started gathering momentum, which means that computer-based exercises constituted a vital part of language instruction.

The Internet and the autonomy, in learning languages, are relatively new phenomena and with time have been gaining an increasing appreciation among language teachers and learners. All walks of human life witness the Internet expansion, teaching/learning languages being no exception, as it provides a multiplicity of tools and instruments to be employed. The other idea is autonomy in learning a foreign language. Though not so many as in the case of Internet, but there are language teachers who are learner-oriented and try their best to develop and foster students' positive attitude to autonomous learning.

Moreover, as reported by Martel, the idea to learn on the web has still largely been intuitive. It recommends, confirms and is deepened by the tendencies that foreign language learning area has been integrated during the last twenty years. On the other hand, a certain number of pedagogical benefits of the Internet in the context of foreign language learning are recognized by many authors. Cord-Mounoury (1999:49) offers the following typology which is based on the activities proposed on the Internet:

-***Communication***: project of correspondence, distant pedagogical framing, research of givens on the Internet community, virtual meeting, role-play;

-***Documentation***: documentary research assisted or not, providing readers with resources in use;

-***Publishing*** (personal or collective) of documents found on the Internet or without preliminary existence on the Net;

-***Collaborative study***: competition, play collective, writing interactive, simulation, tele-presence;

-***Individual study***: on-line pedagogical products, virtual campus.

The same author, in one of his published articles on the electronic journal ALSIC (2000:239), makes a census of three big types of resources concerning language learning on the Net:

1. ***Resources related to institutions*** (organisms and formation centers, associations of teachers, editors, etc).

2. ***Documentary resources*** (on-line dictionaries, the media, bibliographies, lists of hyper textual links, documents for teachers, etc).

3. ***Resources conceived for learning*** (interactive exercises, complement of course books, pedagogical activities for groups, sites dedicated to correspondence, etc).

Lancien (1998a) enumerates all proposals about language learning through the Internet in five significant domains:

1. ***General sites for public use:*** sites that aren't elaborated for an objective to learn, for example, the site of the British Library: http://portico.bl.uk:

2. ***Resources for the general public accompanied by an environment of learning***: the example of TV5, established for a goal of spreading the French language: http://www.tv5.org;

3. ***Linguistic and cultural issues***: http://iteslj.org/links;

4. ***Specific environments for teaching and learning***: sites which have been conceived only for learning and teaching, for instance, the site *My English*: http://myenglishdiary.com;

5. ***Language exchange between students with the online tandem***: This is a case of *Network Tandem International*, conceived in 1999 with the frame of the project called *Lingua of the European Community*. In fact, this project is the outcome of the collaboration of European universities so that the students can learn a foreign language by corresponding on the Net: http://tandem.uni-trier.de/Tandem-/email/idxfra00.html.

From the moment when huge resources, especially, on the Web became more and more a part of the daily environment of a learner, just like as the other media in foreign language (exactly the radio and television), it seems probably that the learner, being a novice or proficient, could wish profit the offers of this virtual world. Thus, an autonomous consultation without pedagogical aids over the Internet should essentially be dictated according to the personal interests of the learners.

Since autonomy is one of the concepts that students learn at school, incorporating technology, and the Internet in particular, to enhance autonomous learning with the use of these tools constitutes a judicious move in the language learning process. The fact that students can use the Internet during the lesson as well as outside the classroom constitutes a great advantage of this tool since the imposing amount of data accompanied by visual and auditory means makes the internet an appealing source which students very often resort to while dealing with various tasks. Therefore, teachers make use of this fact by designing lessons with the use of the Internet and providing students with the opportunity to work independently or cooperate in small groups in order to solve a linguistic problem or compare the data (Teeler and Gray 2000: 37).

The range of actions that teachers can resort to in order to facilitate students" autonomous learning in the classroom is contingent on the age of the learners as well as their proficiency level or their confidence with computers and the Internet.

In recent years, the Internet has become a widespread and commonly available tool in many parts of the world. Therefore, teachers may encourage students to make use of the Internet while working independently outside the classroom. According to Benson (2001), in order to facilitate autonomous learning teachers should assign larger projects whose completion students have to manage at home. In this way, a teacher acts as a tutor and delegates the responsibility to students. Thus, students have to make all decisions concerning the amount of time devoted to the task, the materials they are going to include in it, or the order of tackling its separate parts. The task will require students to compile and process large amounts of data and create a clear, meaningful whole. What is more, e-mails in the target language written to teachers or native speakers in order to obtain coveted information may also constitute a vital part of completing the project. Larger projects are highly conducive to the

development of students" writing skills and management of their own learning. Moreover, learners are able to incorporate a wide variety of both direct and indirect learning strategies. In order to trigger autonomous learning at home teachers can also provide learners with an opportunity to prepare presentations concerning their favorite topics or hobbies. The presentation can last several minutes or the whole lesson or even series of lessons depending on students" proficiency level. Therefore, learners will again need hints and comments but the whole responsibility concerning the content and form of the presentation will again be delegated to them as much as possible. Such an approach certainly triggers motivation which constitutes one of the key components of autonomous learning. Autonomous learning at home may also be fostered by reading or listening to Web news in the target language, choosing the target language versions of already browsed Websites, searching for net pals or even simple communication with friends via the Internet using the target language. However, in order to achieve such a sort of autonomous behavior students" proficiency level has to be developed to a satisfactory extent. Moreover, continuous encouragement displayed by the teacher will also play a crucial role in promoting autonomous learning presented by students.

The Internet today opens through different applications such as communication, information, commerce (marketing) and education. It can not be thought that the foreign language learning domain, which has been in a tendency since the last twenty years to be led deliberately toward an individual learning by encouragement of tho economic environments concerned, isn't indifferent to such an innovation.

Consequently, the speed of access to the Internet increases day by day and it reaches each office and house more and more. Today's world where the distance and autonomous learning gain importance, we, as institutions and language teachers, by using optimally the sources and functions of this "terra incognita", have to design neatly the learning sites with clear indications and objectives, and also insert much more supplementary aids which will help learners who aim to learn one or more foreign or second language in autonomy.

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RESEARCHES BASED ON READING COMPREHENSION

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When one has read a text with understanding, one is said to have comprehended it. However, comprehension is probably better regarded as a process – rather than a particular outcome or product – through which a reader interacts with a text to construct meaning. This view of comprehension emphasizes the deliberate, strategic, problem-solving processes of the reader as he or she engages with a text. Hence, the meaning a reader derives from a text is influenced by his or her own knowledge (including knowledge of language and print),

experience, and perceived purpose for reading. This meaning-making process is what Durkin terms "the essence of reading." The conceptualization of comprehension as a problem-solving process has guided much of the instructional research on the topic during the past 30 years. This research has provided us with a clearer vision of how best to help children acquire and use the strategies and skills that foster good comprehension. Several general characteristics of effective strategy instruction have arisen from this body of work.

First, we know that it is important for instruction to be explicit. The teacher needs to make covert thought processes obvious to the student through modeling, demonstrations, and guidance.

Secondly, it is important for the teacher to provide temporary support, or "scaffolding," to help the student move toward independent application of strategies and skills, and the long-term goals of maintenance over time and generalization to related reading situations.

Next, it is important for instruction to be sustained over time. Effective strategy instruction is not a "quick fix"; rather, it needs to be an integral part of reading instruction on an ongoing basis.

Finally, instruction should be differentiated. Readers approach texts in varying ways that reflect ability, purposes for reading, and the overall context. Teachers need to respond to the learning needs of individual students and provide varied reading experienees that foster students' abilities to use strategic approaches flexibly.

In spite of the solid research support for comprehension instruction, large-scale studies of classroom practices in elementary sehools have indicated that, on the whole, teachers devote very little time to it. Effective comprehension instruction is far from simple. The problem may stem, at least in part, from a lack of training and a dearth of instructional resources. Making Connections, a comprehensive program for improving the reading comprehension ability of students in grades 1 through 6, was developed to respond to this need. The program directly addresses the themes identified above. Strategies for successful reading are initially introduced through explicit, teacher led instruction. There is a clear procedure for scaffolding instruction as children practice newly learned strategies and skills in a variety of reading situations with increasing independence. The program is designed to help teachers sustain emphasis on comprehension instruction throughout a given school year and across grade levels. Finally, Making Connections offers teachers a manageable range of options to help them provide differentiated instruction for all learners.

Vocabulary knowledge and reading comprehension are strongly related. This is true at all grade levels and in all languages throughout the world. Moreover, the size of a reader's vocabulary in the early school years is predictive of his or her reading comprehension in high school. There are several likely reasons for this relationship.

First, vocabulary may reflect a reader's baekground knowledge. Word knowledge and world knowledge develop simultaneously and together influence comprehension.

Secondly, the extent of a reader's vocabulary may reflect his or her aptitude for learning and using language.

Finally, depth and breadth of word knowledge may enable readers to construct meaning quickly and easily as they read.

Of course, there is a reciprocal relationship between vocabulary and comprehension: being a good reader contributes to having a larger vocabulary. This may be because good readers tend to do more reading. Not surprisingly, research indicates that individuals who read extensively generally have larger vocabularies and a greater fund of general knowledge. Avid readers encounter more words, receive more practice at using context to infer and refine meanings, and over time grow cognitively and linguistically "richer".

Good word reading skills, of course, facilitate the learning of new words from text. However, there is also evidence that the reverse is true: that vocabulary knowledge contributes

to phonemic awareness and to word recognition. As Kamil notes, "Understanding text by applying letter sound correspondences to printed material occurs only if the word read orally is a known word in the learner's vocabulary"

There are several groups of students for whom vocabulary development should be a priority. These include readers with language-based learning disabilities, those from underprivileged backgrounds, and those learning English as a second language. Students with language impairments or learning disabilities usually have a more difficult time acquiring new vocabulary than their normally achieving peers. Students from different socioeconomic backgrounds differ widely in their exposure to language in the home, in the size of their vocabularies, and in the extent of their world knowledge. Finally, it is typical for students who are in the process of learning English to have limited second-language vocabulary, an obstacle that adversely affects their reading comprehension.

It is estimated that, on average, children learn about 3,000 new words per year during their school years. Because this number is far more words than can possibly be taught directly, it is assumed that children learn most new words incidentally through exposure to oral and written language: therefore, direct teaching of vocabulary is unnecessary. However, the National Reading Panel concluded from its analysis that both indirect instruction and direct teaching of specific words may be effective in improving both vocabulary and comprehension. Teachers can foster incidental word learning by ensuring that children have frequent encounters with words, especially words that they are likely to encounter in a variety of contexts. Children can be encouraged to make connections between words and their own knowledge and experience. Such instruction is aimed not just at teaching new words but also at helping students think and talk about language to promote "word consciousness". The National Reading Panel also concluded that explicit instruction of vocabulary is more effective when words are encountered in context rather than on lists of unrelated words. They noted that techniques to encourage active engagement are likely to be beneficial. These include inferring meanings, forming mental pictures, acting out words, using words in writing, and incorporating group learning.

Nagy and Anderson estimated that for every new word a child learns, "there are an average of one to three additional related words that should be understandable to the child, the exact number depending on how well the child is able to utilize content and morphology to induce meanings". Although the context of a passage often does not provide enough information to enable a reader to infer the meaning of a completely unfamiliar word, research indicates that teaching children to use context and morphology is quite beneficial. In a recent series of studies involving upper elementary and middle school students, Baumann and his colleagues (Baumann et al., 2005) explored using explicit strategy instruction to teach students to use knowledge of word parts (prefixes, suffixes, and root words) and various types of context clues to infer the meaning of new words. This approach enabled the students not only to learn and remember words taught in the lessons, but also to apply these strategies to infer the meanings of new words.

We made a research work using questionnaire based on strategic order of reading. It was put the following question:

How many times do you need to read:

a) news; b) topic based material; c) theoretical material

Due to average answer of students, it was identified that for news it is enough to read once, because mostly it is skimmed. While reading topic based materials, students read it more than once, so that to understand the main ideas between paragraphs and details. In short, they are scanning the information. When they come across with scientific based information, including terminology and too scientific words or ideas, they use dictionaries and try to read more than twice to understand each word for getting the meaning.

Besides, among 50 questioned students only 15% of them answered that it is enough to read once or twice to understand the text because their level is higher in comparison with their group mates. Mid-level students' answers contained 35% which showed that they need to read more that once or twice each material. Low-level students' answers contained 50% because of lack vocabulary, lexical and grammatical knowledge.

Summing up the research, we can say that the order of strategy depends on the level of students.

As it is said about system of exercises, there is wide range of exercises on reading and they are systemized according to aim, levels, objectives, stages and from easy to difficult and vice versa.

Different tasks lead to different aims such as understanding the meaning, getting detailed information or developing vocabulary. That is why organization of reading tasks is mainly connected with the aim of reading. Besides, reading activities are divided into different types such as general, additional pre-reading, additional during the reading and additional post-reading activities.

Researches based on reading comprehensions shows that the meaning a reader derives from a text is influenced by his or her own knowledge and individual features of a person.

Despite this, many scientists come to conclusion that many unknown words can be understood by contextual meaning which proves again that reading is essential skill to develop vocabulary.

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TEACHING RECEPTIVE SKILLS

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Receptive skills are often considered passive (from the point of view of the learner's involvement), but nothing seems further from the truth. As Jeremy Harmer puts it, we have to "employ our previous knowledge as we approach the process of comprehension", which is apparently an active process. Our pre-existing knowledge of the world which is crucial for understanding written and spoken texts can take form of one of the four following patterns:

Knowledge can be structured as a FRAME – a set of related elements (in no particular order). Thus a "room"-frame immediately activates other related terms such as "table", "chair" or "ceiling".

Schema is very similar (in fact, it is often considered a synonym), but there is an important difference. While frames are not defined temporarily, schemata are ordered sequences of actions and events. "House"-schema "could describe the order in which houses are assembled, or the sequences in which people can walk through them."[18]

Plan is a goal-oriented sequence of actions and is therefore very much individual. An example (however dishonest and crooked) can be provided by a "shop burglary" which consists of series of thoroughly premeditated steps to be successful.

The last pattern of knowledge is called SCRIPT in which the participants fulfill their given roles. Scripts are in their substance very stereotypical – for example a "restaurant"-script would be a conventional dialogue between the waiter and customer. However we must bear in mind that these scripted situations are to a certain extent culture-bound (stereotypic situations such as ordering meals or business meetings in Western Europe differ from those in Japan or China).

"When we are stimulated by particular words, discourse patterns, or contexts, such schematic knowledge is activated and we are able to recognize what we see or hear because it fits into patterns that we already know."[19] This activity is part of the top-down process during which we decode the texts based on our life experience and previous knowledge of similar situations. Frames and schemata (these two terms are most important for our purposes) help us to activate certain words, phrases and structures and at the same time block others and they also help us to make predictions about the forthcoming parts of the text. Our hypotheses are subsequently validated or disproved[20]. This tension between predictability and unpredictability is according to David Nunan crucial for every text: "If language were totally predictable communication would be unnecessary.If language were totally unpredictable, communication could probably not occur."

Song lyrics can be treated as any other type of text and as such they can also activate our previous knowledge. For example, the Beatles song P.S. I Love You (lesson plan 1) is structured as a love letter – during the reading or listening learners are expected to make use of their knowledge of this text genre to understand it and to form a series of hypotheses concerning both its content and form. This knowledge can be further exploited for example in the gap-fill exercise that is part of the while-listening activity – students make decisions based on their knowledge of this particular literary genre with its idiosyncratic vocabulary and structure (phrase to "be in love with you"; "P.S." as a way to end the letter etc.).

We usually distinguish between instrumental and pleasurable reading and listening[21]. Songs can provide both pleasure and a "purposeful" activity – they are not only a way of creating a relaxed atmosphere, but also a means to teach vocabulary, reinforce grammar and practice all major skills (listening as being the obvious focus of song activities) – as we will see in the following chapters.[22] According to my research, students find listening to songs a pleasurable activity, since half of them stated that they listen to songs because they like the melody (see graph 11).

Receptive activities can be further divided into intensive and extensive activities. Extensive reading and listening should increase the amount of students' exposure to the target language. Students are encouraged to read magazines, (abridged) novels or carefully chosen websites and to listen to songs, stories or radio broadcasts at home. The more they are exposed to the language, the better their skills should get. Still, they need our guidance – we should advise them what type of material to choose (unabridged novels are only appropriate for

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advanced students: popular songs are presumably more suitable than the songs of for example Nick Cave whose complex lyrics are often difficult even for native speakers) and we should regularly make sure it is not discouraging and de-motivating for them. A good way to monitor them and to check the appropriateness of the material is to advise the students to keep reading journals (or listening and film journals). Issues concerning intensive activities will be dealt with in the chapters on reading and listening.

Developingyoung learners' reading skills through songsand rhymes

Many students and even teachers of English underplay the role of reading in the learning process. As my research has shown, students find reading the easiest skill (see graph 3) and perhaps that is the reason why they sometimes think they do not need to practice it as often as speaking or listening. What they do not realize is that reading is not a passive skill – it requires as much of our activity and effort as the other skills and that a well prepared reading exercise can significantly support also our speaking, writing and listening proficiency. English texts surround us on the Internet, in schools or in the shops and therefore we should not underestimate the power of the written word.

Penny Ur states that "reading means reading and understanding." That is a slight problem – according to her, students usually want to understand every single word – even if the activity is oriented on the overall gist rather than on the specific information. One possible solution is to pre-teach difficult vocabulary or to give students dictionaries ("the dictionary is best used as a means to confirm or disprove a preliminary guess of their own, based on understanding of the context." Their effort should be encouraged, we should stress, however, that the ability to "guess" the meaning from the context is equally important. Regarding the difficulty of the reading tasks, Jeremy Harmer claims that there should be balance between the text and the task: if the text is difficult, the task should be easy and vice versa. Tasks should be "difficult but achievable."

Songs and song lyrics can provide a variety of reading activities. Here are some of them:

-reading a text related to the band or the theme of the song (either before or after the listening) (see lesson plan)

-skimming through the gapped lyrics and predicting answers (as in lesson plan)

-reading the lyrics and predicting the tone/mood/melody of the song (less known songs are more appropriate – for this activity we should select a song which students are not likely to know)

-reading the lyrics and guessing the song's title or the performer

-getting the jumbled lyrics in the correct order (the same can be done with other texts such as articles)

-matching words with their definitions

-gap filling – either with or without the list of missing words

-correcting mistakes in the lyrics

-re-reading the lyrics and checking correct answers

-various other activities we can do with other text types (true – false, translation, jigsaw reading, continue the text, reading aloud etc.)

Reading should always be purposeful – students should be given clear instructions to know what to focus on. We must also bear in mind that not every song lyrics are appropriate – for example, abstract lyrics with poetic qualities are more suitable for advanced learners than for beginners. Nevertheless, if carefully chosen, song lyrics can provide a valuable authentic reading material.

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THE USAGE OF POEMS IN EFL CLASSES ADVANTAGES OF USING POETRY

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Teaching second language requires the usage of several methods, techniques in the language classroom. All those techniques, suggested by qualified teachers, were experimented in many language classrooms and proved as effective methods. One of the methods that worth mentioning is the implementation of poetry in EFL classroom. Many scholars wrote about advantages of using poetry. For example, the authors Maley and Duff (1994) presented several advantages of using poetry in the language classroom. They are as follows:

1) Universality; 2) non-triviality; 3) motivation; 4) hands on; 5) ambiguity and interaction; 6) reactions and personal relevance; 7) memorability; 8) rhythm; 9) performance, and 10) compactness.

Universality. According to the authors' points poetry is known and universal among all human beings as a form of language use. On the one hand, they claimed, the topics which poetry deals with are familiar to all students from different cultures and the way they are treated naturally differs. The list of the poetry themes is common: love, death, nature, children, religious belief, despair...On the other hand, Duff and Maley continued, the poetic methods are also similar: rhythm, rhyme, alliteration, assonance, figurative usage, unusual collocations, elliptic expressions, repetition/refrain... all of these are recognizable to foreign language learners from their native language. So, no any foreign language learner will be shocked when he/she talks about poetry. Even if they do not know the language, they identify the poetic methods and therefore, poetry is a very familiar sphere in language teaching.

Non-triviality. Duff and Maley mentioned that the main purpose of poetry is to deal with very important experiences (love, death, etc.) and, at the same time, with trivial or unimportant ones. Since poetry deals with essential experiences and heightens our awareness of even the apparently trivial, we feel that it persuades learners that they are able to respond to it in their own way.

Motivation. The authors believed that when the student can make personal response he or she feels inside motivation and thinks that he or she has a valid contribution to interpret even foreign poem lines.

Hands on. One of the most essential things for learning a foreign language is the chance to play with it. All poets enlarge the language by creating new words, new collocations, using old words in new ways, and others. Learners also can observe and share the experience of what others have reached and add their own creations as well. One more advantage of the 'hands on' approach is that it helps learners to be more strong and creative.

Ambiguity and interaction. Maley and Duff explained that any poem says more than one thing. There is a general and personal meaning of each poem. So, this approach is an enormous advantage because each person's perception is different and it is very clear that two people never will have the same interpretation and it creates an atmosphere for the interactive discussion to exchange ideas. Of course, the authors stated that the poetry is not the only source for discussion; there are some other ways which ask students to speak in the language classroom, such as the use of pictures, drama techniques, different texts, etc., but poetry is very powerful one to motivate learners to think and express their opinions/feelings.

Reactions and personal relevance. Maley and Duff reported that spoken language uses are divided into two parts: *interactional*, in which people are concerned with social lubrication – making speakers feel comfortable with each other, and *transactional* that the major concern with communicating a utilitarian message – giving instructions, offering opinions, making descriptions, etc. And they discovered the third type of spoken language which they called *reactional*. The main goal of this type is to make people react personally to other people's ways of seeing things. All literature does this but poetry deals with it very economically. What is important here is that in the development of a personalized reaction to texts one engages not only the intellect but also the feelings.

Memorability. Poems consist of rhymes, rhythms, similar phrases which help to stick them in minds. Sometimes students repeat poems in their minds and listen to them in their inward ears. In general, poetry helps students to develop their memories.

Rhythm. The main reason of memorizing the poems is its rhythmic appeal. Also there is a clear echo of the everyday spoken language even though the rhythm in poetry does not always follow colloquial speech rhythms. So, learners are ready to work with poems because of their stresses and rhythms.

Performance. Poetry is a genre in literature which offers an opportunity for choral performances. Unlike other forms of choral repetition, poetry can be read aloud by groups or by an individual.

Compactness. One of the advantages of poems is that they can be put from the wide range of words/thoughts/texts to the compact form which is very economical because poetry is a self-contained world. These were the points of Maley and Duff about poetry. Not only they but many other authors also stated and suggested their ideas about this genre of literature; for instance, Sandra Silberstein. According to **Silherstein** (1994) an interest in literature in the foreign language classroom is very wide. Several features of literature recommend their use in the language classroom. She said that literature can be used to teeb the following elements of a second/foreign language: a) ***cultural information:*** the texts of a foreign language, which are brought by a teacher to the language classroom, produce the information about the culture of that language's native speakers and creates an invisible interaction among the reader and that culture; b) ***syntactic markers/discourse structure:*** poetry is very common vehicle for highlighting these aspects of English; c)***teaching language rhythm:*** those texts (poems) can be used to develop a feeling for the rhythm of oral and written English.

Silberstein's ideas and statements show that literature, especially, poetry is very useful for teaching second language to the learners. Smart (2005) mentioned first of all, poetry is an authentic text which is accepted as a good material for the language classroom and it is rich with cultural references. And one of the more things which she liked to use poetry in the classroom is that poetry usually can create lots of opportunities for personalization. It means

that the students have plenty to say, and the communication is genuine because they are talking about their own experience and hypothesis. They are engaged and motivated which helps to make the lesson and the language memorable. So, no need to besitate about using or not using the poetry in the second/foreign language classroom. It is better to use poems in the lessons rather than thinking whether it will be successful or not. In general, Smart also suggested teachers to experience this way of teaching with their students at least once. Spiro (2008) pointed out in her book that poetry is very suitable for the demands of the language classroom. When learners practice the less controlled stages of language, they can be encouragod to be more creative. If the poem is brought to the language classroom, learners work with interpreting abilities and with the language structure. Especially, when the poem is short, there is more chance to work on every word. Spiro said that learners have the following advantages in learning poems: 1) they work with the language 'rule' and apply it in new places and create a new word; 2) they look for unfamiliar words if they do not know, replace them with synonyms; 3) they exchange their own ideas with peers; 4) they feel more confident in expressing their thoughts and become active learners. According to Spiro's thoughts poetry is a very necessary field in the second language classroom, because it can be the basis for developing learners' creativity and comprebension. Ainy (2008) reported the main reason of introducing and using poetry in the language classroom is to expand students' creativity and imagination. However, choosing an appropriate poem for the students' level is a crucial issue. She said that a good choice would be any poem which encourages or invites interaction with the world of ideas. She stated that poetry seems to express emotions and entering a literary text, under the guidance of appropriate teaching, brings about the kind of participation almost no other text can produce. When students read, understand and interpret a poem, they learn language through the expansion of their experience with a larger human reality. For this reason, Ainy claimed, poetry is a very good technique of teaching language. In their studies Collie and Slater (1995) said that 'poems offer a rich, varied repertoire and are source of much enjoyment for teacher and learner alike. There is the initial advantage of length – many poems are well-suited to a single classroom lesson.' They continued noting that poems are the areas of rhythm, stress, and similarities of sound. Using poems in the language classroom can lead on to freer, creative written expression. They also claimed that poems are strong literature works which can help learners to write or create their own response writings to them and this kind of interpretation motivates learners to read more poems in the foreign language. Collie and Slater also suggested as Lazar did that when a teacher wants to select poems to share with the class, he or she needs to take into consideration the interests, levels and languages of the learners. As there are simple and complex poems in literature, the teacher can choose both of them. At the earlier stages more simple poems and then more complex ones. However, in any kind of stage the teacher should not besitate to select the more challenging poems, because such poems help learners to think deeper about the language or meaning. In order to persuade learners that the poem is very helpful in their studies, it is better to provide them with different and enjoyable range of activities. Before reading or listening to the poem for the first time, learners should be given warm-up activity as it can involve them to the poem's themes. The main aim of the selected activities, Collie and Slater believed, should be 'to individualize each learner's experience of literature.

All of the ideas given above were the advantages of using poetry in the second/foreign language classroom. The news showed that poetry is very powerful genre of literature sample for teaching lexical and grammatical structures, for enriching learners' vocabulary, for improving learners' critical thinking skills, etc. Almost all scholars had similar views about poetry and it shows that all of tham have experienced such advantages in their studies.

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ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ УЧЕБНЫХ ИНТЕРНЕТ-РЕСУРСОВ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ И КУЛЬТУРЕ

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Преимущество внедрения Интернет-технологий в процесс обучения иностранному языку в настоящий момент уже не вызывает сомнений и не требует дополнительных доказательств. За последнее десятилетие было написано немало работ, в которых исследователи раскрывали позитивное влияние различных форм синхронной и асинхронной Интернет-коммуникации (электронной почты, чата, форумов, веб-конференций и т.п.) на формирование иноязычной коммуникативной компетенции обучающихся. Непосредственно ресурсы Интернета являются бесценной и необъятной базой для создания информационно-предметной среды, образования и самообразования людей, удовлетворения их профессиональных и личных интересов и потребностей. Экономическое развитие Узбекстана и национальный проект «Образование» постепенно делают Интернет повседневной реальностью для большинства наших школьников. Однако одно только наличие доступа к Интернет-ресурсам не является гарантом быстрого и качественного языкового образования. В научной литературе существует немало описаний того, как неверная, или, точнее сказать, методически неграмотно построенная работа учащихся с Интернет-ресурсами способствовала формированию у них не только ложных стереотипов и обобщений о культуре страны изучаемого языка, но даже расизма и ксенофобии. Именно поэтому на современном этапе обучения иностранным языкам, когда используются новейшие Интернет-технологии, возникает острая необходимость в разработке новых *учебных Интернет-ресурсов*, направленных на *комплексное формирование и развитие:*

1) аспектов иноязычной коммуникативной компетенции во всем многообразии ее компонентов (языкового, грамматического, социокультурного, компенсаторного, учебно-познавательного);

2) коммуникативно-когнитивных умений осуществлять поиск и отбор, производить обобщение, классификацию, анализ и синтез полученной информации;

3) коммуникативных умений представлять и обсуждать результаты работы с ресурсами Интернета;

4) умений использовать ресурсы Интернета для образования и самообразования с целью знакомства с культурно-историческим наследием различных стран и народов, а также выступать в качестве представителя родной культуры, страны, города и т.п.;

5) умений использовать ресурсы Интернета для удовлетворения своих информационных интересов и потребностей.

Терминологический аппарат методики обучения иностранным языкам с использованием современных Интернет-технологий пока еще находится на стадии становления. Это и объясняет тот факт, что нередко в научных исследованиях для обозначения одних и тех же понятий и явлений авторы используют разные термины. Поэтому прежде чем перейти непосредственно к вопросу описания пяти вышеобозначенных видов учебных Интернет-ресурсов, считаем необходимым остановиться на основных понятиях, упомянутых в данной статье. Наиболее широко используемым в научной литературе является термин *Интернет технологии*. Под ним в методике обучения иностранным языкам следует понимать *совокупность форм, методов, способов, приемов обучения иностранному языку с использованием ресурсов сети Интернет*. Иными словами, Интернет-технологии - использование сети Интернет в обучении иностранному языку.

В дидактическом плане Интернет включает в себя, по меньшей мере, два основных компонента: *формы телекоммуникации* и *информационные ресурсы*. К наиболее распространенным *формам телекоммуникации* (т.е. коммуникации посредством Интернет-технологий) относятся электронная почта, чат, форум, ICQ, видео-, веб-конференции и т.п. Первоначально они были созданы для реального общения между людьми, находящимися на расстоянии друг от друга и лишь потом стали использоваться в *учебных целях* в обучении иностранному языку. Большинству школьников и учителей знакомы многие из этих форм Интернет-общения. В научной литературе существует огромный корпус исследований, посвященных использованию различных форм телекоммуникации в обучении иностранному языку.

Необходимо отметить, что в Узбекистане особый импульс появлению исследований, посвященных интеграции Интернет-технологий в процессе обучения иностранному языку, дала Лаборатория дистанционного обучения

Информационные ресурсы сети Интернет содержат текстовый, аудио- и визуальный материал по различной тематике на разных языках. Однако для того, чтобы учащиеся не захлебнулись в изобилии информации разного содержания и разного качества, а наиболее продуктивно использовали ее для удовлетворения образовательных и профессиональных интересов и потребностей, появилась необходимость в разработке специальных *учебных Интернет-ресурсов*, направленных на обучение учащихся работать с ресурсами Интернета. В отличие от форм телекоммуникации *учебные Интернет-ресурсы* создаются *исключительно для учебных целей*. Они могут быть разработаны по различным предметам, включая иностранный язык.

Использование в учебном процессе как форм телекоммуникации, так и ресурсов Интернета способствует развитию познавательной деятельности учащихся и достижению основных целей обучения предмету.

В англоязычной литературе выделяются пять видов учебных Интернет-ресурсов: *хотлист* (hotlist), *трежа хант* (treasure hunt), *сабд- жект сэмпла* (subject sampler), *мультимедиа скрэпбук* (multimedia scrapbook), и *вебквест* (webquest). Мы целенаправленно использовали транслитерацию при переводе этих терминов на узбекский язык, т.к., во-первых, именно с помощью транслитерации в узбекский язык вошли все другие компьютерные термины, во-вторых, использование транслитерации поможет избежать понятийной путаницы при работе с зарубежными методическими материалами. Раскроем структуру и методическое содержание каждого из пяти видов учебных Интернет-ресурсов.

Хотлист (англ. hotlist - список по теме) - представляет собой список Интернет сайтов (с текстовым материалом) по изучаемой теме. Его достаточно просто создать и он может быть полезен в процессе обучения. Хотлист не требует времени на поиск

необходимой информации. Всё, что нужно - это лишь ввести ключевое слово в поисковую систему Интернета и вы получите нужный хотлист.

Мультимедиа скрэпбук (англ. multimedia scrapbook мультимедийный черновик) - представляет собой своеобразную коллекцию мультимедийных ресурсов. В отличие от хотлиста, в скрэпбуке содержатся ссылки не только на текстовые сайты, но и на фотографии, аудиофайлы и видеоклипы, графическую информацию и очень популярные сегодня анимационные виртуальные туры. Все файлы скрэпбука могут быть легко скачаны учащимися и использованы в качестве информационного и иллюстративного материала при изучении определенной темы.

Трежа Хант (англ. treasure hunt охота за сокровищами) - во многом напоминает хотлист и скрэпбук. Он содержит ссылки на различные сайты по изучаемой теме. Единственное отличие заключается в том, что каждая из ссылок содержит вопросы по содержанию сайта. С помощью этих вопросов учитель направляет поисковую деятельность учащихся. В конце трежа ханта учащимся может быть задан один более общий вопрос на целостное понимание темы (фактического материала). Развернутый ответ на него будет включать ответы на предшествующие более детальные вопросы по каждому из сайтов.

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ВАЖНОСТЬ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ

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Учреждения высшего образования Узбекистана - учебные специалисты для всех разделов народного хозяйства. Иностранные студенты обучаются здесь также. У университетов и учреждений есть докторантура для учебного научного и научного педагогического персонала, способностей усовершенствования профессионального умения педагогического профессионала и подразделение научного исследования и штат.

Очень важно преподавать иностранный язык для не - филологические учреждения. Используя действия, игры это - очень большая возможность.

Мы исследуем пригодность развертывающейся речевой технологии в машинных системах, которые могут использоваться, чтобы преподавать навыки иностранного языка. В рассмотрении текущего состояния распознавания речи и речи, обрабатывающей технологию и исследуя много интерактивных голосом заявлений требования, мы предлагаем, как создать здравую интерактивную среду обучения, которые эксплуатируют силы речевой технологии, работая вокруг ее ограничения. В заключении мы привлекаем наш обзор этих заявлений идентифицировать указания будущего исследования, которое могло бы улучшить и проектные показатели, и эффективность работы интерактивных голосом систем требования.

Над нашими обществами доминируют и даже 'ведутся' идеями и продуктами от науки и техники. Вероятно, что влияние на науку и технику на наших жизнях

продолжит увеличиваться в последующие годы. Знание и навыки в науке и технике важны для большинства наших действий и решений, как рабочие, как избиратели как потребители и т.д. Значащее и независимое участие в современных демократических государствах принимает способность судить доказательства и аргументы во многих социум научных проблемах, которые находятся на политической повестке дня.

Технология и уроки дизайна позволяют детям и подросткам быть творческими, также развивая новые навыки и схватывая понимание того, как работают вещи. Технологическое образование может предоставить студентам богатство информации и знаний, которую они могут тогда использовать в будушем, чтобы морщить связанную карьеру или просто как предмет интереса и интриги. Технология - все более и более значительная часть общественных детей, растут сегодня, таким образом, только естественно, что они должны узнать о приборах и системе, они полагаются ежедневно. Технология, как наука, также вдохновляет студентов думать и формировать вопрос, основанный на том, что они видят и изучают. Это принуждает их хотеть получить дальнейшее знание и понимая, что они в состоянии пройти на других. Технология - все более и более важный аспект современной образовательной жизни и резко изменилась, способ учителей обеспечил и идет об их ежедневных действиях. Для детей компьютерная технология обеспечила невероятное богатство обращений за помощью, информации и знаний. Дополнительно, начиная с введения Интернета, студенты в состоянии получить доступ к информации о любом предмете, который они хотят, всякий раз, когда они хотят. Ресурсы включают журналы, электронные книги, тесты практики, экспертизы, модель ответов и результатов исследования. Исследование также предположило, что компьютерная технология и высокие технологии помогли студентам улучшить свон уровии знаний в других предметах, наиболее особенно наука. Фактически, студенты могут работать намного более быстрое использование компьютерной техиологии, которая позволяет им сделать больше исследования в тот же самый период. Компьютерная технология позволила учителям сделать свой урок более интерактивным и поэтому более интересным, и полезным. Этот метод, как также показывали, улучшил работу ученика, поскольку уроки более незабываемы, и поэтому студенты в состоянии сохранить информацию эффективнее. Учителя, как студенты могут также найти большое количество ресурсов в Интернете, который может обеспечить вдохновение и совет для классов, учителя также в состоянии рекомендовать хорошим ресурсам студенту далее поощрить и стимулировать свое изучение. Технология позволила систему получения информации о записи, намного более эффективной и эффоктивной. Компьютерные отчеты намного более трудно положить не на место чем сферы бумажных отчетов. Дополнительные изменения, такие как подчинение работы по электронной почте и отвечающих запросов онлайн экономят время и энергию.

В дополнение к компьютерам, многим школам, колледжам, университеты используют новые методы технологии, чтобы увеличить опыт обучения; они включают цифровые телевизионные каналы, DVD, цифровую радио сложную технологию форм общения. Цифровое радио и телевидение позволяют студентам получать доступ к богатству различных каналов, которые покрывают обширный диапазон различных предметов. Включая языки, науку, историю и географию, чтобы назвать только некоторых. Дети привыкли к новой технологии, поскольку они выросли с нею. Это поэтому несомненно выгодно, что у них есть выбор использовать это, чтобы увеличить их изучение способности и преследовать их интересы. Образовательные программы и подкасты теперь широко доступны, чтобы загрузить на Ваш компьютер, мобильный телефон, mp3 плеер. Это делает образование более современным и многогранным. Наука и техника близко связана и часто становится переплетенной. В образовании новая

технология может помочь студентам понять науку и сделать идеи. которые были ранее высланы к страницам книги, видимой или материальной действительности. Технология несомненно делает процеес обучения болсе интерактивным, и поэтому более интересное и незабываемое Исследование также показало положительную корреляцию между компьютерной технологией и лучшими результатами в определенных научных предметах. Технология в постоянном развитии, что означает, что мы в состоянии понять больше. Это верно в образовательной системе, где студенты могут получить доступ к новейшей технологии. чтобы исследовать новые понятия новые идеи.

В заключение современные общества нуждаются в людях с квалификациями науки и техники на высшем уровне так же как общественности с широким пониманием содержания науки и техники, методов, истории. Все граждане, независимые от профессиональных потребностей, должны познакомиться с этой частью человеческой культуры. Наука и техника важна для экономического благосостояния, но также и замеченный по перспективе широко гуманитарного образования.

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EFFECTIVE TEACHING HELPS TO ENGAGE DEVELOPING SKILLS

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The traditional "chalk and talk" method of teaching that's persisted for hundreds of years is now acquiring inferior results when compared with the more modern and revolutionary teaching methods that are available for use in schools today. Greater student interaction is encouraged, the boundaries of authority are being broken down, and a focus on enjoyment over grades is emphasized. As teachers, it's necessary to be able to teach and remain engaging. It puts a greater level of responsibility on creating lesson plans that truly work. New methods of teaching have the purpose to improve the quality of education and involve students in educational process. Innovations mean a progress and development. Teaching strategy comprises the principles and methods used for instruction. Teaching methods may include lecture, class participatiou, demonstration, project-based learning. or memorization, hut some combination of these usually results in the most effective strategy; that is, a strategy that engages a diversity of learning styles through varied instruction. Effective teaching strategies help to activate students' curiosity about a class topic, engage students in learning, develop critical thinking skills, keep students on task, engender sustained and useful classroom interaction and in general, enable and enhance the learning of course content. Learning style divides, learners into three modalities: visual, auditory and kinesthetic.

A teaching strategy is the method used to deliver information in the classroom, online, or in some other medium. Effective teaching strategies help to activate students' curiosity about a class topic, engage students in learning, develop critical thinking skills, keep students on task, engender sustained and useful classroom interaction, and, in general, enable and enhance the learning of course content. The goal of a teaching strategy is to facilitate learning. to motivate learners, to engage them in learning, and to help them focus. There is no one best strategy; we ean select from several instructional strategies for just about any subject. It is important to vary instruction to not only keep the students' interest, but also to allow them to

interact with content in a variety of ways that appeal to various learning styles. When purposefully implemented, as in the classroom pictured in the accompanying photograph, different instructional strategies can make a teacher's lesson more effective in reaching a wide range of learners.

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn. The idea of individualized learning styles originated in the 1970s, and has greatly influenced education. Proponents of the use of learning styles in education recommend that teachers assess the learning styles of their students and adapt their teaching strategies to best fit their students' learning styles.**Visual learning** is a learning style in which ideas, concepts, data and other information are associated with images and techniques. Graphic organizers are visual representations of knowledge, concepts, thoughts, or ideas. To show the relationships between the parts, the symbols are linked with each other; words can be used to further clarify meaning. By representing information spatially and with images, students are able to focus on meaning, reorganize and group similar ideas easily, make better use of their visual memory. **Auditory learning** is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning. Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions that are written. They also use their listening and repeating skills to sort through the information that is sent to them. Teachers might use these techniques to instruct auditory learners: verbal direction, group discussions, verbal reinforcement, group activities, reading aloud, and putting information into a rhythmic pattern such as a rap, poem, or song. **Kinesthetic learning** (also known as tactile learning) is a learning style in which learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration. Tactile-kinesthetic learners make up about five percent of the population. When learning, it helps for these students to move around; this increases the students' understanding, with learners generally getting better marks in exams when they can do so. Kinesthetic learners usually succeed in activities such as chemistry experiments, sporting activities, art and acting; they also may listen to music while learning or studying. It is common for kinesthetic learners to focus on two different things at the same time, remembering things in relation to what they were doing. They possess good eye-hand coordination. In kinesthetic learning, learning occurs by the learner using their body to express a thought, an idea or a concept (in any field).

A teaching strategy comprises the principles and methods used for instruction. Commonly used teaching methods may include lecture, class participation, demonstration, project-based learning, or memorization, but some combination of these usually results in the most effective strategy; that is, a strategy that engages a diversity of learning styles through varied instruction. The choice of teaching strategy or strategies to be used depends largely on the information or skill that is being taught, and it may also be influenced by the learning style, aptitude, skills, and enthusiasm of the students .Lecture is the process of teaching by giving spoken explanations of the subject that is to he learned. Lecturing is often accompanied by visual aids to help students visualize an object or problem. Demonstrating is the process of teaching through examples or experiments. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may he used to prove a fact through a combination of visual evidence and associated reasoning. Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatabie. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning.

Collaboration allows students to actively participate in the learning process by talking with each other and listening to other points of view. constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson.

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SEMANTIC STRUCTURE OF SENTENCE IN SCIENTIFIC PROSE STYLE

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The purpose of science as a branch of human activity is to disclose by research the inner substance of things and phenomena of objective reality and find out the laws regulating them, thus enabling man to predict, control and direct their future development in order to improve the material and social life of mankind. The style of scientific prose is therefore mainly characterized by an arrangement of language means which will bring proofs to clinch a theory. The main function of scientific prose is proof. The selection of language means must therefore meet this principle requirement.[23] The genre of scientific works is mostly characteristic of the written form of language (scientific articles, monographs or textbooks), but it may also be found in its oral form (in scientific reports, lectures, discussions at conferences, etc.); in the latter case this style has some features of colloquial speech.

The language of science is governed by the aim of the functional style of scientific prose, which is to prove a hypothesis, to create new concepts, to disclose the internal laws of existence, development, relations between different phenomena, etc. The language means used, therefore, tend to be objective, precise, unemotional, and devoid of any individuality; there is a striving for the most generalized form of expression. [24]

The first and most noticeable feature of this style is the logical sequence of utterances with clear indication of their interrelations and interdependence, that is why in no other functional style there is such a developed and varied system of connectives as in scientific prose. The most frequently words used in scientific prose are functional words – conjunctions and prepositions. The first 100 most frequent words of this style comprises the following units:a) prepositions: of, to, in, for, with, on, at, by, from, out, about, down; b) prepositional phrases: in terms of; in view of, in spite of, in common with, on behalf of, as a result of; by means of, on the ground of, in case of; c) conjunctional phrases: in order that, in case that, in spite of the fact that, on the ground that, for fear that; d) pronouns: one, it, we, they; e) notional words: people, time, two, like, man, made, years.

As scientific prose is restricted to formal situations and, consequently, to formal style, it employs a special vocabulary which consists of two main groups: words associated with professional communication and a less exclusive group of so-called learned words. The term includes several heterogeneous subdivisions of words. Here one can find numerous words that are used in scientific prose and can be identified by their dry, matter-of-fact flavor, for example, comprise, compile, experimental, beterogeneous, homogeneous, conclusive, divergent, etc. Another group of learned word comprises or words. They are mostly

[23] Huddleston, R. and G. Pullum. The Cambridge grammar of the English Language. 2002.p-90
[24] Ibid-65

polysyllabic words drawn from the Romance languages and, though fully adapted to the English phonetic system, some of them continue to sound singularly foreign. Their very sound seems to create complex associations: deleterious, emollient, incommodious, meditation, illusionary.[25]

A particularly important aspect of scientific and technological language is the subject-neutral vocabulary which cuts across different specialized domains. In particular, a great deal of scientific work involves giving instructions to act in a certain way, or reporting on the consequences of having so acted. Several lexical categories can be identified within the language of scientific instruction and narrative. Verbs of exposition: ascertain, assume, compare, construct, describe, determine, estimate, examine, explain, label, plot, record, test, verify. Verbs of warning and advising: avoid, check, ensure, notice, prevent, remember, take care; also several negative items: not drop, not spill. • Verbs of manipulation: adjust, align, assemble, begin, boil, clamp, connect, cover, decrease, dilute, extract, fill, immerse, mix, prepare, release, rotate, switch on, take, weigh. Adjectival modifiers and their related adverbs: careful(y), clockwise, continuous(ly), final(ly), gradual(ly), moderate(ly), periodic (ally), secure(ly), subsequent(ly), vertical(ly).

The general vocabulary employed in scientific prose bears its direct referential meaning, that is, words used in scientific prose will always tend to be used in their primary logical meaning. Hardly a single word will be found here which is used in more than one meaning. Nor will there be any words with contextual meaning. Even the possibility of ambiguity is avoided. Likewise neutral and common literary words used in scientific prose will be explained, even if their meaning is slightly modified, either in the context or in a foot-note by a parenthesis, or an attributive phrase.

A second and no less important feature and, probably, the most conspicuous, is the use of terms specific to each given branch of science. Due to the rapid dissemination of scientific and technical ideas, particularly in the exact sciences, some scientific and technical terms begin to circulate outside the narrow field they belong to and eventually begin to develop new meanings. But the overwhelming majority of terms does not undergo this process of de-terminization and remain the property of scientific prose. There they are born, develop new terminological meanings and there they die. No other field of human activity is so prolific in coining new words as science is. The necessity to penetrate deeper into the essence of things and phenomena gives rise to new concepts, which require new words to name them. A term will make more direct reference to something than a descriptive explanation, non-term. Furthermore, terms are coined so as to be self-explanatory to the greatest possible degree. But in spite of this, a new term in scientific prose is generally followed or preceded by an explanation.

In modern scientific prose one can observe an exchange of terms between various branches of science. It is due to the interpenetration of scientific ideas. Self-sufficiency in any branch is now a thing of the past. Collaboration of specialists in related sciences has proved successful in many fields. The exchange of terminology may therefore be regarded as a natural outcome of this collaboration. Mathematics has priority in this respect. Mathematical terms have left their own domain and travel freely in other sciences, including linguistics.

A third characteristic feature of scientific style is special sentence-patterns. They are of three types: postulatory, argumentative and formulative. A hypothesis, a scientific conjecture or a forecast must be based on facts already known, on facts systematized and defined. Therefore every piece of scientific prose will begin with postulatory statements which are taken as self-evident and needing no proof. A reference to these facts is only preliminary to the

[25] Osborne, T. Comparative coordination vs. comparative subordination. Natural Language and Linguistic Theory. 2009. p-66

exposition of the writer's ideas and is therefore summed up in precisely formulated statements accompanied, if considered necessary, by references to sources. There is a noticeable difference in the syntactical design of utterances in the exact sciences (mathematics, chemistry, physics, etc.) and in the humanities. The passive constructions frequently used in the scientific prose of the exact sciences are not indispensable in the humanities. This perhaps is due to the fact that the data and methods of investigations applied in the humanities are less objective.

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TEACHING SPEAKING TO YOUNG LEARNERS

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In order to define speaking it is very important to take into consideration that this skill is a productive one and it is important to bear in mind that this skill is more challenging than it seems, since it is more than just pronouncing words. It also involves interactive situations in which one listens and speaks having the chance to ask for clarification or repetition. Speaking is a skill which deserves attention every bit as much as literacy skills, in both first and second language, Bygate (1987) argues that — learners need to be able to speak with confidence and fluency not only with the purpose of learning a foreign or second language but also because is a medium to social solidarity, and a vehicle to make or lose friends Cunningham & Edmonds (1999) believe that speaking is more than producing words. It means that the speaker should know which words should be used at an appropriate moment, the amount of stress and intonation in a sentence, to use grammar forms exactly, to make use of the appropriate lexicon that is comprehensible for the listeners, to use gestures and body language, to determine the adequate vocabulary, rate of speech, and to check the listeners comprehension of the discourse. This is why speaking is not considered as an act of merely producing words, but a more complex skill that involves many actions, such as turn taking, questioning, adequate use of stress and intonation, etcetera. Luoma (2004) states that speaking contains phrases and clauses, dialogues that were previously prepared, and spontaneous dialogues, also there is a variation in speaking, because there is a difference between formal speech and casual speech. The speaking roles, the purpose of speaking and the context where there is oral interaction may also change.

The aspects mentioned before might be the reason why there are different methods used by researchers whether in English as a second language or as a first language to approach the speaking skill.

In terms of teaching speaking, stated that oral fluency is the main objective when the speaking skill is taught. Aspects related to the oral fluency are: capacity to express, reasonably without hesitation.

According to the internet TESL journal —teaching speakingl implies to teach ESL learners to generate English oral patterns, the stress and intonation of sentences in the English language, and use language as a means of expression. According to teaching a languagel involves leading the learner to use the language quickly and spontaneously. In order to promote speaking among children, activities such as picture describing, picture narrating, story-telling, simulations among others, are implemented by teachers. Baruah (1991) believes that facilitators should focus on teaching speaking instead of taking the students to memorization exercises, so that the activities mentioned previously become meaningful for the

students in order to practice the language and to develop the speaking skill. Flueney is a key component in order to accomplish successful communication.

Fluency is the ability to communicate an intended message, or to affect the listener or interlocutor in the way that is intended by the speaker. The accurate use of language is a component in this ability, but over-attention to accuracy in the learning process may actually inhibit the development of fluency. Fluency involves the ability to adjust the message according to the responses of the listener or interlocutor, to construct coherent utterances and stretches of speech, to respond and to speak without undue hesitation. It also involves the ability to use strategies such as simplification, circumlocution and gesture to aid communication when the speaker may not have access to the vocabulary or grammar which would normally be appropriatel. This statement by (Parrot, 1993) explains the importance of focusing on fluency when teaching the speaking skill in order to improve communication.

In a further analysis Judy (1984) claims that fluency requires from the speakers to use the language that they already know, but in an spontaneous way when conversations appear and speakers find themselves in a situation where they have to listen, comprebend, and to respond spontaneously. Hartmann & Stork (1972) propose that when a person is able to use patterns and units of language at a normal speed in a conversation, and can use structures appropriately; this person is considered to be a fluent speaker in the target language. As learning is frequently difficult, especially considering the amount of work necessary to be done, and requires motivation. There might be many good reasons for learning a foreign language, but if a student does not know why he/she is learning, he/sbe can feel frustrated and even more in the case of learning a foreign language. Gardner (2006) states that students with higher levels of motivation will do better language learning than those students with lower levels of motivation. Lifrie (2005) asserts that it is undeniable that motivation is indispensable in the process of second/foreign language learning, and Brown (1988) believes that it becomes easier for a person to succeed in learning a second/foreign language when there is the proper motivation.

Extended reading. We can focus on learning for enjoyment, aiming to make the reading process enjoyable and stimulating, so that students' reading skills will develop through familiarity and students will be able to take reading-based tests in their strides. Extended reading is an example of this approach, one that is particularly effective when used in combination with normal tuition. Graded readers are a useful way of introducing and monitoring extensive reading.

Reading skills are important throughout our lifespan, particularly as we respond to new demands and changes in jobs and reading for pleasure or recreational has been found to improve reading comprehension, writing style, vocabulary, and grammatical development. The importance on teaching students to read and ultimately reducing illiteracy has been a major in Uzbekistan. When adults in today's age who can read, choose not to read, they are likely to create a generation of non-readers as perpetuate the problem of reading reluctance. The term reluctant readers to people who can read but do not read and the term reluctance to describe the phenomenon of people who can read but choosc not to read. The focus on reading is crucial given the development of communications technology and the changed reality we confront in contemporary societies. For reading to be meaningful, it is essential that young people learn not only to read but they cultivate reading behavior for lifelong learning. While new forms of reading texts (mass and multimedia) have emerged, it is still not certain if communications technology will be used to maintain their reading for pleasure and lifelong learning. Reading attitude is an integral part of the development and use of lifelong reading skills. Having positive attitudes toward learning is one of the most important psychological concepts in education. A positive attitude determines the success of any instruction, so it is crucial for instructors to engage, maintain, and rekindle students' positive attitude.

Success at the university level mainly depends on existing pre-entry college attribute including the mastery of some fundamental academic skills (Tinto. 1993). Tbese include reading, writing, critical thinking, oral presentation, and media literacy. Despite the importanc of these skills for academic success, professors seldom teach them. They generally take ther for granted, as they tend to presuppose that all students already acquired these skills either a part of their secondary education or elsewhere in college.

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GROUP WORK AS EFFECTIVE LEARNING STRATEGY

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According to Decree of the president of Uzhekistan I. Karimov from 10th of Decembe 2012 № ПП- 1875 –"about the measures of further development of system of studying foreign languages", the role of English language is increasing. This of course raise the demand fo teaching methods. Teachers nowadays became not only people who providing knowledge but they became masters responsible for motivation and perception of students. Specialists in methodology and teachers themselves created a lot of new effective techniques to make lessons more interesting and interactive. Interaction became the basis of teaching methods since student-centered way of teaching became the central approach.

One of the most effective and motivating ways of teaching English is different types of group work. Language no matter whether it is mother tongue or any foreign language is a source that people need to interact in society. If consider one group of students in one classroom as one small community group work will not only help to develop language skills but will be a good practice for students to solve different problems with cooperation. This is good method to let students to work in team to construct knowledge and accomplish tasks through collaborative interaction.

Researchers have found that social support is important for learners to be successful in the classroom. Working in groups allows students develop language and social skills. During group work, students are engaging with the task, increasing their confidence, and becoming responsible for their own learning. Working together is effective because students interact meaningfully in the target language and get helpful feedback from peers. Students develop "positive interdependence." This means that they encourage and help each other by sharing ideas and knowledge to reach a common goal.

In many cases, group work can help you manage your classroom successfully regardless of class size or content. Group work creates an atmosphere that encourages successful behaviors. Working in groups engages students with others who may have different sets of language and social skills. Using smaller groups to meet classroom goals allows students to develop skills that are valuable in life and work. Debates can be one example of group work. Topics of debates can be based on lesson plans or can be chosen by students. Among some benefits of debate are developing the skills of expressing ideas and justifying opinions. And of course we cannot minify the role of collaborating with others. Some groups will experience

conflict and disagreement with their members. Teachers can show ways to deal with conflict and help students learn to manage themselves. Remember that learning in groups mirrors real-life learning experiences outside of the classroom as well.

Group work takes thought and planning. However, even in large groups, if there is clear instruction, group work can be an extremely successful tool for engaging students in the classroom and helping them to remember key concepts.

Organization is one of the most important features of effective group work. For group work to run smoothly, the teacher must plan carefully.

First, teachers should structure an early lesson to help students understand the elements of group work. The lesson should have four key components: a respectful and safe community of learners, communication skills for group work, strategies for dealing with conflict, and classroom expectations for working in groups. For group work to be effective, students need to understand the purpose and goals of the group task and the criteria for success.

Teachers should also plan tasks that promote learning and are meaningful and authentic. Small groups might practice for a larger whole class presentation. Each student could create a piece of information for their group that helps complete a learning task. Group members could discuss ideas related to a topic and decide on the top three ideas.

Groups can be made in different ways for different purposes. Sometimes a teacher might assign students to groups based on learner differences. At other times, the teacher might allow the students to select their own groups. There are no set rules, but here are some general questions to consider about grouping students. The research on this topic varies. Some experts recommend small groups with four to five students. Others say that somewhere between three and seven students is ideal. The number of students depends on the type of content and the learning objectives of the task. In addition, the number of students does not need to be the same in all groups. The teacher may decide that different students would benefit from interacting in different ways. Large or small, groups should provide equal opportunities for success among the members. This means that everyone has the chance to contribute and demonstrate knowledge and abilities. Some types of tasks work well when the students have different characteristics – different genders, abilities, skill levels, nationalities, and/or personalities. For example, a problem-solution activity benefits from different viewpoints. Other tasks might be more successful with group members who have similar characteristics. If you are doing a discussion activity, consider putting the quieter students together. They will feel more comfortable and have more opportunities to speak. Random grouping can also be useful sometimes. This can quickly be done by having students count off to the desired number of groups or even by using an online team generator. Teachers can decide if they want the groups to have the same members over a period of time or change members each class or lesson that uses group work. In fixed groups, the members can develop relationships and trust that can benefit learning. On the other hand, using flexible groups allows students to get to know each other. This builds classroom community. Students also benefit from each other's strengths and see a wide variety of perspectives. Teachers can also choose to use a combination of fixed and flexible grouping in their classes.

Some teachers like to have specific roles for members in each group so expectations and student responsibilities are clear. Individual roles are not always necessary. For starting out, though, assigned roles can provide valuable structure for group work. Roles can be assigned by the teacher or decided by the groups themselves. Roles can be consistent for the whole project or rotated among group members. Here are some ideas to start with for student roles:

- **Leader**: manages interaction in the group and keeps them on task.
- **Scribe/Note-taker**: writes down the important information related to the task (fills in a chart, completes the checklist, or takes notes).

- **Reporter**: gives results to the whole group or shares information as needed.
- **Time-keeper**: makes sure that the work is progressing on time and with enough time to finish.

Specific roles can be based on the type of task and number of students in the groups, for example, having someone monitor vocabulary might also be useful, or assigning someone to create a visual element.

These are just a few of the ideas for using groups in language classes. There are many ways to successfully bring group work into the classroom. While some teachers find the idea of group work intimidating, the benefits of having students work interactively far outweigh the drawbacks. Group work has so many advantages such as opportunities to enhance social skills due to the fact that provides a great environment. Considering, mix ability or level groups, every student has a role which contributes to the outcome; so it boosts not only their self esteem but also their responsibility as members of a team. Group work also provides the teacher the chance to work face to face with more students.

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ASSESSING THE NEEDS OF LOW-LEVEL ADULT ESL LEARNERS

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This article provides information of identifying and assessing the instructional needs of Low-level adults learning how to become literate and well assessed in a second language. There are several categories of adult ESL learners who can benefit from the approaches and techniques used in instruction for low-level learners (Crystal, 1982; California Department of Education, 1992; Savage, 1993). These categories include the following: learners who are no literate and have had little or no prior schooling in their native language; learners who may have learning disabilities; learners who are literate in their native language but who may want (for various reasons such as age, health, family situation) to participate in a slower-paced class and who would benefit from classroom activities that characterize a literacy class.

Assessing the needs of learners who may not speak even minimal English and may not read or write in any language can be difficult. Holt (1994), Crystal (1982), and Bell (1988) offer suggestions, recommending a variety of ways to assess learners orally, through reading and writing, and through classroom observation.

Assessing Orally Educators who speak the native language of the adult learners should ask them about their educational backgrounds. Persons with three or fewer years of formal education will probably be no literate.

Assessing Through Reading Reading readiness tasks can be used for literacy screening. For example, learners can be asked to complete the following tasks. Complete an alphabet cloze (for example, A B ___ D ___ F G H ___ J), supplying the missing letters. (familiarity with Roman alphabet)

-Copy a sentence. (speed and ease in forming words)
-Read two simple sentences. (basic sight vocabulary in context)

-Point to letters corresponding to the sounds made hy the teacher. (simple consonant sounds not easily confused)

-Read several unfamiliar or nonsense words. (blending sounds)

A learner who ean recognize basic sight words or use a knowledge of phonics to approximate the sounds of unfamiliar words probably does not need basic literacy instruction.

Assessing Through Writing The completion of a simple application form on which learners are asked to fill in basic information such as name, address, phone number, date, social security number, birth date, birthplace, age, and gender is a quick way to determine reading and writing ability, especially when a large number of learners have to be assessed in a short period of time. Someone who has difficulty filling out the form could probably benefit from basic literacy instruction. A writing sample in the learner's first language is useful in determining the literacy level of the learner in his or her native language. A writing sample in English, done at intake, can be used to compare later writing samples and to monitor the progress of each learner's writing.

Assessing Through Classroom Observation Informal assessment through classroom observation can continue to assist the teacher in determining an individual learner's needs. Attention should be paid to how learners hold their pencils (awkwardly? too tightly?) and their books (upside down?), how they move their eyes (Do the eyes move to follow words?), how quickly they write (Do thcy hesitate? take time? labor over each letter?), and how they interact in large and small groups (Do thcy offer to help each other? Are they comfortable in groups?). Providing instruction to adults acquiring ESL literacy is a challenge. When approaches, techniques, and materials are suitable for adults, are related to their real needs, and promote involvement in their own learning, there is a greater chance of assessing success.

An Integrated Approach to Literacy Instruction The language experience approach (LEA) which uses learner experiences as lesson content is a way to introduce multiple activities that appeal to learners' diverse backgrounds and preferred learning styles while offering instruction in language that is both comprehensible and interesting (Taylor, 1992). The following is an example of a modified LEA lesson that could be used with low-level learners.

1. A shared experience, such as a field trip, a common situation, or a meaningful picture is a stimulus for class discussion.

2. Learners volunteer sentences about the experience and the teacher writes the sentences on thc chalkboard.

3. The teacher reads each sentence aloud, running her finger under words as each is pronounced, verifying that shc has written what the student has said.

4. When the story is completed, the teacher reads it aloud.

5. Learners are encouraged to join in a second and third reading of the story.

6. A number of activities can follow at this point:

Learners copy the story;

Learners underline all tbe parts they can read;

Learners cirele specific words (e.g., words that begin with a designated sound, common sight words such as *the*);

-Cboral cloze: The teacher erases some words, reads the story, aud asks learners to supply the missing words;

-Writing cloze: The teacher types the story, leaving out every fifth word. During the next class the teacher passes out the cloze and asks learners to fill in the missing words; - Scrambled sentences: The teacher types the story. During the next class the teacher distributes copies of the story to the class. Each learner cuts the story into strips so that there is one sentence on each strip of paper. Learners scramble the sentences and rearrange them in the

proper sequence; -Scrambled words: More advanced learners can cut sentences into words, scramble the words, and rearrange them in order.

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ИСПОЛЬЗОВАНИЕ СОВРЕМЕННЫХ ИНФОРМАЦНОННЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ИНОСТРАНИОГО ЯЗЫКА

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В последние годы вопрос о применении новых информационных технологий становится все более актуальным. Современная молодежь отчетливо нонимает, что изучение иностранных языков – требование времени .

Еще совсем недавно обучение ннострапному языку основывалось на традицнонном подходе, который заключается в сообщении преподавателем суммы теоретических знаний и выработке у учащихся умений и навыков по изучаемой дисциплине. В условиях аудиторной формы обучения пренодаватель не всегда имеет возможность уделить должное вниманне каждому студенту, поэтому многие из них теряют мотивацию к обучению, что приводнт к существенному снижению уровня их знаний, умений и навыков. Поэтому одной из основных задач учителя является - активизация деятельности каждого учащегося в процессе обучения, создание ситуации для их творческой активности. Это вызывает к жизнн новые методы, подходы и технологин обучения иностранным языкам. Разработка новых подходов, методик и технологий обучения активизировалось с появлением Интернет- технологий . Совершенствование технологий обучения занимает одно из нервых мест среди многочисленных новых направлений развития образования. В этой связи использование компьютера и мультимеднйных средств помогает реализовать личностно-ориентированный нодход в обучении, обеспечивает индивидуализацию и дифференциацию с учетом особенностей обучающихся, их уровня знаний.

Внедрение современных образовательных технологий в процесс преподавания иностранного языка помогает интенсифицнровать и индивидуализировать обучение, способствует повышению интереса к продмету, дают возможность избежать субъективной оценки. Использование компьютера и цифровыхобразовательных ресурсов в обученнн английскому языку помогает студентам преодолеть психологический барьер на пути иепользования иноетранного языка как средства общения.

В наше время использование ИКТ доступно каждому учителю. В качестве источников информацин учителя все шире нспользуют электронные средства, так как каждый урок иностранного языка должен быть направлен на практический результат, на достижение коммуникативной компетентности, т.е., определенного уровня языковых, страноведческих знаний, коммуникативных умений и речевых навыков, позволяющих осуществлять иноязычное общение. Использование на уроках ИКТ, позволяет разнообразить процесс обучения, представить учебный материал более наглядным и доступным для восприятия.

Работа с компьютером не только способствует повышению интереса к учебе, но и дает возможность регулировать предъявление учебных задач по степени трудности.

поощрение правильных решений. Кромс того, компьютер позволяет полностью устранить одну из важнейших причин отрицательного отношения к учебе – неуспех, обусловленный непониманнем материала, так как студенту предоставлена возможность использовать различные справочные пособия и словари. Работая на компьютере, студенты получают возможность довести решение задачи до конца, опираясь на необходимую помощь.

К наиболее популярным техническим средствам в обучении иностранным языкам относятся мультимедийные презентации, обучающие программы, фильмы, специализированные Интернет сайты.

Презентации широко применяются учителями. Они удобны и для учителя, и для студентов. Обладая элементарной компьютерной грамотностью, можно создавать оригинальные учебные материалы, которые увлекают, мотивируют и нацеливают студентов на успешные результаты.

В настоящее время существует большое количество программ по обучению английскому языку. Как правило, они содержат много игровых элементов, что вызывает у обучающихся положительные эмоции, которые, в свою очередь, способствуют лучшему усвоению и практическому закреплению изученного материала.

Использование ИКТ на уроках иностранного языка способствует повышению мотивации и познавательной активности учащихся, расширяет их кругозор. и позволяет применить личностно-ориентированную технологию интерактивного обучения иностранным языкам, дает возможность в любой момент извлечь из памяти и использовать языковой материад, относящийся к разным разделам изучаемого иностранного языка, ироводить углубленное структурирование данного материала, располагать его в любой приемлемой форме, использовать цвет, аннмацию, графические и звуковые возможности, регулпровать динамическую последовательность их предъявления. Более адекватная форма презентации языковых знаний дает положительный психологический эффект, в результате обеспечивается лучшее понимание языкового материала.

Сфера применения компьютера в обучении иностранным языкам необычно широка, так как использование компьютера обеспечивает студентам возможность работы в интерактивной среде обучения, кроме этого компьютер может быть эффективно использован для наглядного представления языкового материала, расширения словарного запаса и знакомства с новыми образцами высказываний, визуализации н улучшения запоминаемостн изучаемых конструкций языка и взаимосвязей между этими конструкциями, треннига определённых умений и навыков. Данные особенности подключают к изучению материала у студента дополнительные типы памяти и чувств.

Работа с компьютером не только способствует повышенню интереса к учебе, но и дает возможность регулировать предъявление учебных задач по степени трудности, поощрение правильных решений. Кроме того, компьютер позволяет полностью устранить одну из важнейших причин отрицательного отношения к учебе – неуспех, обусловленный нелокиманием матернала, так как студенту предоставлена возможность использовать различные справочные пособия н словари. Работая на компьютере, студенты получают возможность довести решение задачи до коица, опираясь ua необходимую помощь.

Использование ИКТ на уроках иностранного языка, безусловно, оправданно как с психологической, так и с методической точек зрения. Обучение при помощи современных компьютерных технологий несёт в себе огромный мотивационный потенциал, позволяет делать занятия более эмоционально и информационно насыщеиными.

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THE POTENTIAL OF ICT AND MEDIA-TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

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Due to the quick development of Information and Communication Technology (ICT) practically everyone has a home PC and easy access to the Internet. It is not surprising that today ICT has more and more influence on the process of language teaching.

English Language Teaching (ELT) is an area that has changed over the years, moving from very teachercentered approaches to learner-centered ones. ELT projects have been introduced throughout different parts of the world and innovations have brought changes in materials (supplementary, self-study, authentic, etc) and technology devices (language laboratories, tape recorders, video recorders, computers, ete). More recently, the use of technology as a tool to develop the different language skills has received great attention so that ELT teachers are frequently exposed to new practices. Apart from curricular changes that come officially- usually from the Ministry of Education in each country workshops and short trainings introduce new techniques and activities or promote new materials. Accordingly, ELT teachers are accustomed to frequent subject innovations, but not necessarily more resourceful or open to new ideas. The use of technology devices, such as televisions, tape recorders and video recorders have been incorporated as a tool for language teaching since 1960s. There was evidence of many problems in terms of technical skills at the beginning, and it took about a generation for the technical skills and the technical problems to be ignored out. However, teachers are faced with some barriers that prevent them to employ information and communications technology (ICT) in the classroom or develop supporting materials through ICT. Therefore, this study aims to explore the high school English teachers' perceptions of the factors preventing teachers from using ICT in the classroom.

The use of ICT in language teaching is not a new issue. Computer- based materials and computer assisted language learning, known as CALL, appeared in the 1980s. The creation of the World Wide Web in1989 allowed educators to use the Internet and web-based tools for distance education. The use of the Internet, CD-ROMs and portable devices like MP3 players or mobile phones can be subsumed under the umbrella terms distance or e-learning. All types of e-learning presuppose access to the Internet for delivery and receipt of instruction, communication with instructors and fellow students.

The Internet is not only used as a source of information. It turned out to be extremely useful for distance learning. Practically every university nowadays has a department of distance learning. The distance learning departments of leading American high schools account from 10,000 to 20,000 students. This type of learning is mainly used for teaching physically challenged students and adults that have full-time jobs and cannot attend conventional classes. In case of disabled students, the organization of full-time tuition is often impossible. For a person who faces difficulties even while moving around his house, attending classes can be highly problematical even if be/she lives in a big highly developed city. Distance learning is

beneficial not only for those, who want to study, but also for educational institutions. The interest of institutions in distance learning is based on the fact that it spares them room - they don't have to rent extra buildings for their students. And at the same time it saves money - all the necessary equipment for distance learning, its installation and maintenance require less money than paying rent.

To see the educational potential of ICT-based foreign language teaching in this article we'll have a closer look at the history of computer- assisted language teaching and learning, the theoretical background of the problem and provides examples of the newest ICT-based teaching techniques and activities that can be used for individual tutoring, team work and large class teaching.

To make use ICT efficiently, it is essential to develop high-quality teaching materials, software, online databases and resources, to enable high-quality network to make it possible for many personal computers to access shared data and resources. This is all regarded as part of the general system of computer-based teaching.

Sometimes the software that is used in some institutions is developed by the teachers themselves. In this case it is aimed not at the general student, but is meant for the students of this particular institution and corresponds with the local peculiarities of language teaching.

We can see that the development of ICT creates the necessary prerequisites for the intensification of the educational process. It enables the teachers to apply the newest teaching methods and to test the latest teaching developments.

E-learning is essentially the computer and network-enabled transfer of skills and knowledge. E-learning applications and processes include Web- based learning, computer-based learning, virtual classroom opportunities and digital collaboration. Content is delivered via the Internet, intranet / extranet, audio or video tape, satellite TV, and CD-ROM. It can be self- paced or instructor-led and includes media in the form of text, image, animation, streaming video and audio.

It can be seen then that e-learning can describe a wide range of applications, and it is often by no means clear even in peer reviewed research publications which form of e-learning is being discussed. However some teachers argue that when instructors say they are using e-learning, this most often refers to the use of technology as classroom aids, althougb over time, there has been a gradual increase in fully online learning.

The recent technological developments in the sphere of ICT demand and the ever-increasing "technological awareness" of modern students demand for the substantial revision of the educational system as a whole. Modern computers are already becoming a part of everyday school life in every developed country. The first attempts to integrate personal computers into the sphere of language teaching were taken in the late 80's and gave rise to a new promising trend that today reaches its full swing and opens up thousands of possibilities to revise, improve and develop foreign language teaching.

Despite the yet imperfect supervision and assessment techniques in case with written tests (especially when done by the students at home) the integration of computer-based teaching techniques proves to be effective and "student-friendly". This promising branch of language teaching develops along with the growing technical awareness of modern students. Major organizations starting with the European Association for Computer- Assisted Language Learning win over more and more specialists to develop effective software, interactive exercises, educational web-portals and devices to renew the existing system of education in consideration with today's technological resources.

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THE MAIN PECULIARITIES OF IELTS VOCABULARY

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Native students for study in countries where the medium of instruction is English. Among the popular study destinations IELTS is accepted by universities in UK, Australia, New Zealand and Canada. It has become a mandatory test for study in Australia. You cannot be granted an Australian student visa without an IELTS score, TOEFL is not accepted. All other study destinations either require you to take the TOEFL or IELTS. IELTS is however not accepted by most universities in USA.

The first decade of the twenty-first century is already behind us, and it has been characterized by increased attention to student achievement due to tbe No Child Left Behind legislation and a persistent achievement gap for children of coior, those from families with low socioeconomic status (SES), and for English Language Learners ELLs). During this time there has been widespread acknowledgement that litcracy deveiopment continues beyond elementary school, resulting in more attention to adolescents' reading comprehension and the literacy demands in the content areas. Two of the most important contributors to students' reading comprehension and academic success are the volume of their vocabulary upon entering school and their ability to learn new vocabulary, with that learning enduring over time. A paucity of vocabulary knowledge in their first language (L1) and their second language (L2) is particularly problematic for ELLs. There are four main types of vocabulary. These are reading, writing, listening and speaking vocabularies. A vocabulary means both a list of words and the range of words known by any one person. A person's vocabulary develops with age and learning. The word vocabulary entered thc English lexicon in the 1530s and is derived from the Latin word 'vocabularium,' meaning 'a list of words.' It gained its modern meaning, the sum of all words known by a person, in the 1700s. Eminent writers such as William Shakespeare and Charles Dickens are known for their large vocabularies.

The members of the Massachusetts Reading Association Studies and Research Committee set out to determine what research from 2000 to 2010 says about vocabulary instruction. Our review revealed several categories of best practices for teaching all students and specific considerations for working with special populations, including at-risk learners, ELLs, and students with learning disabilities, as well as recommendations for content-area vocabulary instruction. The review also prompts a suggestion of what not to do, specifically, to avoid drill and practice! The commonly held understanding that wide reading and independent reading help build students' vocabulary knowledge still holds, but it is now understood that struggling readers and students with poor vocabulary skills do not read enough and do not have a sufficient vocabulary foundation to independently learn enough vocabulary on their own to catch up to their peers. This means that vocabulary instruction must be deliberate, include direct instruction, and, in some instances, involve small group intervention in order to adequately support and accelerate these students' vocabulary development.

If the term is used to mean a list of words, there are several types of vocabulary. These can be divided, as with grammatical classes, into adjectives, nouns and verbs. They could also be divided, as with the different fields of semantics, into categories as diverse as emotions, colors, animals and human body parts. When dealing with the types of vocabulary, the four types, including reading and writing, are the most commonly used?

A person's knowledge of words is divided into two broad types of vocabulary: the active and the passive. An active piece of vocabulary is a word a person uses and a passive word is one that a person understands, but does not use. There are several degrees of knowledge ranging from no understanding of a word to the full knowledge of the word's meaning, forms and how to use it.

A read vocabulary is a passive one. This means it is the words understood by the reader when he or she is reading a piece of written text. The person is able to recognize the form of the letters and how they correspond to one another, and how their sum is understood. This also includes understanding a word's spelling, meaning and the exact meaning in its context.

Listening is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. This level of understanding is aided by word context, intonation and, if there is visual contact with the speaker, by gestures and facial expressions. Listening is, like reading, an interpretational form of vocabulary.

Writing is the active vocabulary equivalent to reading. With reading, it forms the core skills needed for someone to be literate. The writer demonstrates his or her knowledge of a word in terms of its meaning and how to spell it and use it correctly.

Speaking is one of the types of vocabulary that demonstrates a person's knowledge of words. It is an active demonstration that can also rely on other elements such as facial expressions, intonation, pitch and gestures to help others understand its meaning. Knowledge of a word is demonstrated by its good usage and pronunciation.

Listening Vocabulary: The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words.

Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

Speaking Vocabulary:

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions.

This number is much less than our listening vocabulary most likely due to ease of use.

Reading Vocabulary:

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

Writing Vocabulary:

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon (mental the following information was based on information from Judy K. Montgomery's book: Children would not guess a word they didn't know. Deaf students do not use auditory memory to sound out a word. They mostly

memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.

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РОЛЬ ПСИХОЛОГИЧЕСКИХ ОСОБЕННОСТЕЙ ПРИ ПРИМЕНЕНИИ ТЕХНИЧЕСКИХ СРЕДСТВ ОБУЧЕНИЯ

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В основе использования технических средств обучения в качестве источника знаний лежат вполне определенные психические процессы. Учитель вводит в класс такие раздражители, которые сильно воздействуют на органы чувств обучающегося, основательно перестраивая все его психические функции. Участвующие в процессе восприятия зрительные и слуховые анализаторы способствуют получению более полных и точных представлении об изучаемых вопросах.

Для восприятия гехиических средств очець важно, что зрительные анализаторы обладают значительно более высокой пропускной способностью, чем слуховые. Но основную информацию обучаемые получают с помощью сигналов, воспринимаемых слуховыми анализаторами. Отсюда следует, что зрительцый анализе тор обладает значительными потенциальными резервами для увеличеиия ввода с его помощью обучающей информации.

Наиболее высокое качество усвоения достигается при цепосредственном сочетании слова учителя и предъявляемого учащимся изображения в процессе обучения. А ТСО как раз и позволяют более полно использовать возможности зрительных и слуховых апализаторов обучаемых. Это оказывает влиянне, прежде всего на начальный этап процесса усвоения знаний - ощущения и восприятия.

Сигналы, воспринимаемые через органы чувств, подвергаются логической обработке, попадают в сферу абстрактного мышления. В итоге чувственные образы включаются в суждения и умозаключеция. Значит, более полное использование зрительных и слуховых анализаторов создают в этом случае основу для успешного протекания следующего этапа, процесса познания - осмысления. Кроме того, при протекании процесса осмыслсния применение наглядности (в частности, изобразительной и словесной) оказывает влияние на формирование и усвоение понятий, доказательность и обоснованность суждений и умозаключений, установление причинно-следственных связей и т.д.

Объясняется это тем, что аудиовизуальные пособия влияют на создание условий, необходимых для процесса мышления, лежащего в основе осмысливания.

Большую роль ТСО играют в запоминании, как логическое завершение процесса усвоения. Они способствуют закреплению полученных знаний, создавая яркие опорные моменты, помогают запечатлеть логическую нить материала, систематизировать

изученный материал.

Особенно должно учитываться учителем эмоциональное воздействие технических средств. Если ему важно сконцентрировать внимание учащихся на содержании предлагаемого материала, то сила их эмоционального воздействия вызывает интерес и положительный эмоциональный настрой на восприятие. Избыток эмоциональности затрудняет усвоение и осмысление основного материала. Если используемый материал должен вызывать определенные чувства и переживания, решающим оказывается именно эмоциональный потенциал используемого средства. Цвет, умеренное музыкальное сопровождение, четкий и продуманный дикторский или учительский комментарий значимы при восприятии любых ТСО. Это не исключает использования только наглядной или звуковой передачи информации в зависимости от задач урока, содержания материала, возраста, имеющегося у детей опыта и т.п.

В учебно-воспитательном взаимодействии воспитателя и воспитанника одной из актуальнейших и сложнейших проблем является привлечение и сохранение детского внимания на протяжении всего урока или воспитательного занятия. Но, по его мнению, каждый воспитатель должен быть в состоянии обратить внимание ученика на желаемый предмет. Он указывает воспитателю несколько средств сохранения детского внимания: усиление впечатления, прямое требование внимания, меры против рассеянности, занимательность преподавания.

Смена кадров в фильме, слайдов и т.п., демонстрируемых с помощью технических средств объектов требует пристального внимания, иначе потом ученик не сможет ответить на вопросы, рассказать об увиденных процессах и явлениях, потому что все это на уроке, как правило, не демонстрируется. Требует внимания и слушание, которое, в свою очередь, воспитывает чувство языка. Таким образом, прослушивание фонозаписей, сочетающих слово и музыку, развивает у учащихся устойчивость внимания. Слуховую память, воображение, формирует навыки наблюдения за словом, воспитывает эстетический вкус. Используя ТСО, необходимо учитывать следующие психологические особенности внимания. Сосредоточенность внимания - удержание внимания на одном объекте. Устойчивость внимания, которая даже при активной работе с изучаемым объектом может у детей сохраняться в течение 15-20 минут, а потом требуют переключения внимания, краткий отдых. Переключение внимания - перемещение внимания с одного объекта на другой. При демонстрации наглядных пособий в виде карт, плакатов и т.п. управлять направленностью внимания всех учеников класса или воспитанников детсадовской группы сложно. Технические средства позволяют давать информацию в нужной последовательности и в нужных пропорциях, акцентируя внимание на тех частях объекта, которые в данный момент являются предметом обсуждения. Такое организованное управление вниманием школьников способствует формированию у них важнейшего обще учебного умения - умения наблюдать.

ТСО помогают развивать у учащихся умение сравнивать, анализировать, делать выводы, довести до логического конца неправильные рассуждения ученика, что является чрезвычайно убедительным, но не всегда достигается словом учителя.

Практические и традиционные, и современные технические средства обучения и воспитания обладают возможностями развития творческих способностей учащихся и усвоения ими знаний на высоком уровне осмысления и интерпретации. ТСО позволяют широко использовать различные пособия, в которых учащиеся в процессе усвоения информации или ее закрепления и обобщения могут что-либо дописывать, дорисовывать, заполнять, а также изготавливать учебные пособия самостоятельно и защищать их на уроках. Учащиеся с помощью многих технических средств могут формулировать свои вопросы, запрашивать у компьютера помощь, определять

оптимальный для себя темп изучения материала и возвращаться к пройденному столько раз и в таком объеме, как им необходимо.

Таким образом, ТСО обладают огромным потенциалом формирования положительной мотивации учения, снятия тревожности и ряда комплексов, мешающих ребенку учиться и не устраняемых в прямом общении с педагогом.

Перед зрителем проходит ряд изображений объекта, каждое из которых может быть не похоже на другое, хотя все они отображают только один объект. В его сознании эти изображения отождествляют только один объект. В его сознании эти изображения отождествляются с реальным объектом. Такое отождествление происходит даже в том случае, если зритель не видел этого объекта в натуре. Образ объекта тогда рождается путем сравнения с каким-либо знакомым объектом.

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КЎШМА ФЕЪЛЛАР ТАРКИБИДА АЗ ВА ДАР ОЛД КЎМАКЧИЛАРИНИНГ СТРУКТУР ЖИХАТДАН ЎЗИГА ХОС ХУСУСИЯТЛАРИ

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Олд кўмакчида қўшма феъллар умумий тарзда "олд кўмакчи + от кисм + феъл кисм" моделига зга бўлиб, уларнинг олд кўмакчиси вазифасида *ба* - ... га, *дар* - да, ичида, *бо* - билан, бирга, *бар* - га, *то* - гача, *барои* - учун олд кўмакчилари хамда инкор маьносини англатувчи *би, но* ва *бедун* каби инкор юкламалари хам кўлланилади. Шу билан бирга, юкорида санаб ўтилган олд кўмакчилар билан бир каторда, асосий маьносини йўкотиб, кўмакчилик маьносини бажарувчи *рўйи* - юзида, тепасида, *болойи* - юкорисида, устида, *паҳлуйэ* - ёнида, *пиш* - рўпарасида каби отлашган олд кўмакчилар хам кўлланилиши кузатилади.

Олд кўмакчили кўшма феъллар от кисмн вазифасида турли хил форсий отлар, сифатлар, арабий ва ўзлашма сўзлар, соматизмлар ва бошка грамматик отлар кўлланилиши мумкин. Феъл кисми вазифасида эса тахминан барча кўринишдаги феъллар кўлланилади. Форо тили грамматикаси ўрганилган кўплаб манбаларда от кисмн олд кўмакчи кабул килган кўшма феъллар махсус ўрганилмаган ва бу турдаги феълий бирикмалар асосан кўшма феъллар таркибида ажратилмаган холда тахлил килинган. Олд кўмакчили кўшма феълларни олд кўмакчисиз кўшма феъллардан ажратган холда тахлил килиш факатгина Ю.А. Рубинчик манбаларида кузатилиб, Эронлик тилшунослар манбаларида эса умуман кузатилмайди.

Олд кўмакчили кўшма феъллар таркибида асосий олд кўмакчиларнинг ахамияти бошка олд кўмакчиларга караганда юкори хисобланиб, ва олд кўмакчиларини хам кўшма феъллар таркибидаги энг сермахсул олд кўмакчилар каторига киритиш максадга мувофиклир. Хозирги замон Эрон манбаларида улар иштирокидаги жуда кўплаб феълий бирикма турларини учратиш мумкин бўлади ва улариинг феъл ва от кисмларнни алохида-алохида тарзда структур жихатдан тахлил этишни талаб килади.

дар ва *аз* олд кўмакчиларини структур жихатдан тахлил килишга уруниш деярли хеч кайси манбаларда кузатилмайди. Лекин Ю.А.Рубинчик ўзининг биз юкорида кайд этиб ўтган китобида олд кўмакчили ўкима феъларни структур жихатдан ёритиш давомида *аз* ва *дар* олд кўмакчиларининг кўшма феъллар таркибидаги баъзи бир хусусиятларини кайд этиб ўтган. Масалан у *аз* ва *дар* олд кўмакчилари хакида куйидаги киска маълумот ва бир неча мисоллар билан кифояланади. Кўшинча кўшма феъллар таркибида *бэ* ва *аз* олд кўмакчилари кўлланилиб, *дар* – олд кўмакчиси эса у кадар кенг кўлланилмайди. Олд кўмакчили кўшма феъларнинг биз структур жихатдан ёритиб, бераётган турлари учун юкорида келтирилган маълумотлар жуда кам бўлиб, манбалар асосида олиб борилган тадкикотлар бу турдаги кўшма феъларни от ва феъл кисмларини алохида холда ўрганишни такозо этади.

аз олд кўмакчиси ўзбек тилидаги чикиш келишиги англатган маънони билдирган холда, ушбу олд кўмакчи кўшма феъллар ясовчи *бэ* - ... га олд кўмакчиси билан тенглаша олади. *аз* кўмакчиси ёрдамида ясалган кўшма феъларнинг от кисми вазифасида асосан форсий конкрет отлар кўп кўлланилиб, уларга куйидаги феълий бирикмаларни мисол килиб келтириш мумкин: *Аз кух гўзаштан* – тоғни ошиб ўтмок, *Аз хамсойэ пўрсидан* – кўшнидаи суриштирмок ва х. Форсий конкрет отлардан ташкари абстракт отлар хам кўлланилади *Аз йод рафтам* – унутмок, эсдан чикмок, *Аз гўноҳ гўзаштан* – кечирмок ва х.

Маълумки. олд кўмакчили кўшма феъллар ясовчи *бэ* олд кўмакчисининг от кисми вазифасида сифат сўз туркумига оид сўзлар деярли йўк бўлиб, унга фаркли равишда, *аз* олд кўмакчили кўшма феъллар от кисми вазифасида сифат сўз туркумига оид сўзлар анча сермахсул хисобланади. Масалан: *Аз ну шўру шўдан* – кайтадан бошламок. Баъзи бир холларда, бу турдаги кўшма феъллар таркибида форсий сифатдошлар ва сифатнинг киёсий даража кўшимчасини кабул килган шаклларини хам учратиш мумкин. Масалан: *Аз гўзаштэ йод кардан* – ўтмишни эсламок.

Форсий отлардан *аз* олд кўмакчили кўшма феъллар таркибида соматизмлар хам кенг таркалган бўлиб, асосан улар таркибида *даст* – кўл, *сар* – бош, *даҳан* – оғиз соматизмлари иштирокида кўшма феъллар ясалган. Европа ўзлашмаларидан асосан инглиз тилидан ўзлашма сўзлар кўлланилади: *Аз телекс эстефодэ кардан* – телексдан фойдаланилмок. *аз* олд кўмакчили кўшма феъллар от кисми вазифасида феълнинг инфинитив шаклини хам баъзи холларда кузатиш мумкин: *Аз навохтан даст кашидан* – чалишдан тўхтамок. *аз* олд кўмакчили кўшма феъллар билан бир каторда *дар* олд кўмакчили кўшма феъллар от кисми вазифасида хам конкрет, абстракт ва бир катор мураккаб отлар кўлланилган: *Дар қобламэ гўзаштан* – илишга солмок, *Дар наганжидан* – ишонмай кўймок, *Дар жўстэжу будан* – кидирмок ва ҳоказо.

Бу турдаги олд кўмакчили кўшма феъллар от кисми вазифасида яна соматизмлар хам кўплаб иштирок этган. Соматизм сўзлардан *даст* – кўл, *оғуш* – кучок, *гуш* – кулок, *сар* – бош каби отлар кўплаб кўлланилган. Масалан: *Дар даст фешўрдан* – кафтида сикмок, *Дар оғуш гэрэфтан* – кучокламок, *Дар гушсэдо додан* – кулоғи остида жараигламок. Шу билан бирга, *дар* олд кўмакчили кўшма феъллар от кисми вазифасида шахар номини англатувчи отлар хам кўлланилиб, уларга куйидаги кўшма феъллар мисол бўла олади: *Дар Италие шондан* – Италияда колмок.

аз олд кўмакчили кўшма феъллар от кисми вазифасида бир катор арабий отлар ва сифатдошлар хам кўлланилади, лекин арабий масдарлар улар таркибида деярли учрамайди. Масалан: *Дар фекр фўру рафтан* – ўйга толмок. Европа ўзлашмалари хам улар таркибида учраб туради. Улардан бу турдаги кўшма феъллар таркибида инглиз тилидан кўплаб ўзлашмаларни учратиш мумкин. Масалан: *Дар бонк негоҳ доштан* – банкда сакламок, Юкоридаги отлардан ташкари *дар* – олд кўмакчили кўшма феъллар от кисми вазифасида *худ* – ўзлик олмоши, *хам* биргалик олмошларини хам кўлланилиши

кузатилади: *Дар худ жойи додан* – камраб олмок. *Дар ҳам бофтан* – бир-бирига ўралашмоқ. Баъзи ҳолларда. қўшма феъл таркибида *дар* олд кўмакчиси икки от кисм орасида хам турищи мумкии. Бундай ҳолларда от кисм вазифасида асосан иккита синоним от катнашади. Масалан: *Ту дар ту кардан* – кийиилаштирмок. мураккаблащтирмок.

аз олд кўмакчили қўшма феъллариинг от кисми тахлил килишганда уларинг от кисм таркибида асосан сифат сўз туркумига оид сўзлар от сўз туркумига онд сўзларга нисбатан анча активлиги, улар таркибида нафакат сифат сўз туркумига оид сўзлар. балки унинг сифат даража кўшимчалари хам кўллаинилиши кузатилди. Агар бошка олд кўмакчили қўшма феъллар масалан:

- *Бэ* олд кўмакчили қўшма феъллар от кисми тахлил этилса, уларнинг от кисми вазифасида от сўз туркумига оид сўзлар актив хисобланиб. сифат сўз туркумига оид сўзлар улар таркибида деярли қўлланилмайди.

- сифат сўз туркумига оид сўзлар билан бир каторда *аз* олд кўмакчили қўшма феъллар от кисми вазифасида арабий ва европа ўзлашма сўзлар хам анча сермахсул хисобланиб, уларнинг бу турдаги олд кўмакчилн қўшма феъллар таркибидаги ахамиятини алохида таькидлаш лозим.

- шу билан бирга, *аз* олд кўмакчили қўшма феъллар от кисми вазифасида биргалик олмоши, ўзлик олмоши, кўплик қўшимчасининг қўлланилиш холатлари манбалар асосида кўрсатиб ўтилди ва бу ўринда шуни таькидлаб ўтиш лозимки, бу маълумотлар бошка манбаларда учрамайди.

- *аз* олд кўмакчили қўшма феъллар орт кисми таркибидан фаркли равишда, *дар* олд кўмакчили қўшма феъллар от кисми вазифасида фсосан конкрет, абстракт бир катор мураккаб отлар актив хисоблаиib, сифат сўз туркумига онд сўзлар улар таркибида деярли учрамайди. От сўз туркумига оид сўзлар билан бир каторда бу турдаги кўшма феъллар от кисми вазифасида соматизм сўзларнинг ахамиятини алохида таькидлаш лозим.

- манбаларга асосан, *дар* олд кўмакчиди қўшма феъллар таркибида *аз* олд кўмакчили қўшма феъллардан фаркли равишда Европа ўзлашмаларининг кўлланилиши деярли кузатилмайди. Арабий ўзлашма сўзлардан факатгина масдарларгина бундай кўшма феъллар таркибида учрайди.

- шу билан бирга, *дар* олд кўмакчили қўшма феъллар от кисми таркибида хам *хам* биргалик ва *худ* ўзлик олмошларининг кўллацилиши бу иккала олд кўмакчили қўшма феъларнинг умумий ўхшаш хусусиятларидан хисобланади.

Юкорида келтирилган асосий хулосалардан келиб чиккан холда шуни таькидлаш лозимки, *аз* ва *дар* олд кўмакчили кўшма феъларнинг от кисмлари бир-бирндан кескин фарк килган холда, уларнинг маьиовий хусусиятлари от кисм вазифасида айнан бир сўз туркумига оид сўзлар кўлланилишини талаб этади. Уларнинг феъл кцсм таркиби хам бир-биридан фаркли хусусиятларга эга хисобланиб, феъл кисм вазифасида кўлланилувчи феъллар улар таркибида еурли-туманлиги билан фаркланади.

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THE ROLE OF LEARNING STYLES IN TEACHING PROCESS

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Learning styles have profound effects on material processing, exercises designing, teachers' instruction options, performance assessments. Educators must place emphasis on intuition, feeling, sensing, and imagination, in addition to the traditional skills of analysis, reason, and sequential problem solving. Teachers should design their instruction methods to connect with all learning styles, using various combinations of experience, reflection, conceptualization, and exporimentation. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience, and even talking. Teachers should employ a variety of assessment techniques, focusing on acquiring the essential language skills. Generally speaking, the learning-style research can be divided into three major categories: cognitive learning styles, sensory learning styles, and personality learning styles.

To apply learning styles theory to English learning and teaching, we must know what learning style is. Learning has taken place when we observe a change of learner behavior resulting from what has been experienced. Similarly, we can recognize the learning stylе of an individual student only by observing his overt behavior. Learning style is a consistent way of functioning that reflects the underlying causes of learning behavior . Learning styles are internally basic characteristics of individuals for the intake or understanding of new information.

Keefe (1991) describes learning style as both a student characteristic and an instructional strategy. As a student characteristic, learning style is an indicator of how a student learns and likes to learn. Each learner has distinct and consistent preferred ways of perception, organization and retention. These learning styles are characteristic, cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive interact with and respond to the learning environment . Students learn differently from each other Talmadge and Shearer have determined that learning styles do exist. Their study shows that the characteristics of the "content of a learning experience are a critical factor affecting relationships that exist between learner characteristics and instructional methods. Reiff (1992) claims that styles influence how students learn, how teachers teach, and how they interact. Each person is born with certain preferences toward particular styles, but these preferences are influenced by culture, experience and development.

A learning style is multidimensional . Its elements can be classified into five stimulus categories: environmental elements (sound, light, temperatures, design), emotional elements (motivation, persistence, responsibility), physical elements (perception, intake, time, mobility), sociological elements (self, partner, team, mentor, varied), and psychological elements (global/analytical, impulsive/reflective) (Reiff, 1992). Clearly, learning styles include not only the cognitive domain, but also the affective and physiological domains.

Generally speaking, the learning-styles can be divided into three major categories: cognitive learning styles, sensory learning styles, and personality learning styles. Cognitive learning styles include field-independent/field-dependent learning styles, analytic/global learning styles, reflective/impulsive learning styles and Kolb experiential learning model. Sensory learning styles also fall into the following four sub-styles: auditory learners, visual learners, tactile learners and kinesthetic learners. Temperament learning styles include Myers-Briggs temperament styles, tolerance of ambiguity styles, right-and left-hemisphere learners.

Research into learning styles have moved through stages of evolutionary development. The first wave of research was conducted using qualitative methods with small samples . From

these early beginnings, subsequent researchers developed learning style inventories. Learning style inventories use self-report instruments that are distributed on mass to students to establish their learning styles. The use of inventories in establishing learning styles of large groups of students signaled a shift from qualitative to quantitative research methods. Essentially the shift to qualitative methods allowed researchers to perform data reductions and statistical examinations of larger sample sets with the view of advancing knowledge. Regardless of methodological approach, these studies have collectively revealed that learning styles have an impact on learning outcomes. furthermore background characteristics, such as age, gender, personality, hemispheric dominance, educational background are known to have an impact on learning style. In order to improve the quality of learning outcomes, it would be appropriate for educators to devise specific strategies in an effort to enhance learning outcomes for students with different characteristics.

Traditionally, the teaching of ESL is dominated by a teacher-centered, book-centered, grammar-translation method and an emphasis on mechanical memory. These traditional language teaching approaches have resulted in a number of typical learning styles, with visual learning being one of them. A teacher must design her lesson plan around her students. After you know the students learning styles, you should set goals for your teaching strategies.

This requires you to differentiate instruction through use of the learning styles. Ideally you want to incorporate all of the learning styles so that each student may learn in a way that suits them best for the day.

Studies show that matching teaching styles to learning styles can significantly enhance academic achievements, student attitude and student behavior.

1) The first approach proposes identifying the learner's individual learning style and then adapting the instruction toward the learner's learning style. This idea is sometimes referred to as "matching". 2) The second approach is identifying the learner's learning style and then gearing the instruction towards the opposite preference of the learner in order to strengthen these weak preferences. This process is referred to as "mismatching". 3) The third approach does not consider identifying the learner's learning style. By contrast, it aims at introducing different methods of instruction that can accommodate most, if not all, of the learners' preferred learning styles. Many researchers argue for the importance of matching instruction to the students' learning styles and report many Grasha (1996) categorized teaching styles into four categories. The first is the formal authority style, in which the instructor concentrates on providing and controlling the flow of the content rather than building a relationship with or among the learners. The second teaching style is that of the demonstrator or personal model. The instructor in this style demonstrates and models what is expected from the learner and then guides the students to follow his or her example. The third style of teaching is that of the facilitator. In this style, the instructor places the responsibility on the students to take the initiative in achieving results for different tasks. Instructors in this style tend to favour group activities and problem solving, which necessitates active learning and student collaboration. The fourth and last teaching style is that of the delegator. Instructors in this style tend to delegate and place much control and responsibility for learning on individuals or groups of students. Students are often asked to work independently or in groups, and must be able to effectively work in group situations and manage various interpersonal roles.

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КУЛЬТУРНАЯ ОСОБЕННОСТЬ ПЕРЕВОДА ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В АНГЛИЙСКОМ, РУССКОМ И КАРАКАЛПАКСКОМ ЯЗЫКАХ

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Передача на английский язык фразеологических единиц – очень трудная задача. В силу своего семантического богатства, образности, лаконичности и яркости фразеологии играет в языке очень важную роль. Она придаёт речи выразительность и оригинальность. Особенно широко фразеологизмы используются в устной речи, в художественной и политической литературе.

При переводе фразеологизма переводчику надо передать его смысл и отразить его образность, найдя аналогичное выражение в английском языке и не упустив при этом из виду стилистическую функцию фразеологизма. При отсутствии в английском языке идентичного образа переводчик вынужден прибегать к поиску приблизительного соответствия.

Выделение различными исследователями разных аспектов совпадения фразеологизмов в сопоставляемых языках приводит к определенной расплывчатости определений фразеологических эквивалентов и аналогов.

Д.И. Квеселевич дает классификацию полных и частичных аналагов, определяя первые как фразеологизмы, совпадающие по компонентам, значению, образности и грамматической структуре, и частичные эквиваленты – как фразеологизмы, имеющие лишь незначительные лексические или грамматические расхождения. Под аналогом автор понимает единицы, адекватные по значению, но не идентичные по компонентам.

Э.М. Солодухо основным признаком фразеологической эквивалентности признает совпадение содержательной стороны соотносимых фразеологических единиц и считает полными эквивалентами фразеологизмы, совпадающие по значению и стилистической направленности. К ограниченным эквивалентам он относит фразеологические единицы, имеющие частичные расхождения в семантической структуре и (или) не совпадающие стилистически в одном из значений в случае полисемии.

Итак, в зависимости от различий в плане выражения степень совпадения межъязыковых фразеологических эквивалентов может проявляться следующим образом: 1) полная эквивалентность, т.е. полная соотносимость плана содержания фразеологических единиц; 2) частичная эквивалентность, которая характеризуется незначительными различиями в плане выражения фразеологических единиц тождественной.

Полными фразеологическими эквивалентами являются те готовые английские эквиваленты, которые совпадают с русскими и каракалпакскими по значению, лексическому составу, образности, стилистической окраске и грамматической структуре. Например: *one's hour has struck - час настал (или пробил) - ўақыт келди (жетти), there is no smoke without fire - нет дыма без огня - отсыз тутин болмас, risk one's head (life, neck) - рисковать головой (жизнью, шеей) - өмирди (басты)қәўип астына қойыў.*

Перевод на основе частичных фразеологических эквивалентов отнюдь не означает, что при этом в переводе значение и образность фразеологизма передаются не

полностью; под этим термином следует иметь в виде то, что в предлагаемом на английском языке эквиваленте возможны некоторые расхождения с русским, тем самым и с каракалпакским. Другими словами, для переводчика при переводе фразеологии важно прежде всего передать образ фразеологизма, а не его языковую структуру. Частичные фразеологические эквиваленты можно разбить на три группы.

К первой группе относятся фразеологизмы, совпадающие по значению, стилистической окраски и близкие по образности, но расходящиеся по лексическому составу

Английские	Русские	Каракалпакские
chicken-hearted	*трусив как заяц*	*қоян жүрек*
to kill two birds with one stone	*убить двух зайцев одним выстрелом (ударом)*	*бир оқ пенен еки қоян атыў*
one's hair stands on end	*волосы стали дыбом*	*тобе шашы тикке турды*

Некоторые из таких оборотов переводятся с помощью уже упомянутого выше антонимического перевода, т.е. отрицательное значение передаётся переводчиком с помощью утвердительной конструкции или, наоборот, положительное значение передаётся с помощью отрицательной конструкции.

Ко второй группе относятся фразеологизмы, совпадающие по значению, образности, лексическому составу и стилистической окраске, но отличающиеся таким формальным признакам, как число и порядок слов, например:

Английские	Русские	Каракалпакские
all is not *gold that glitters*	***не все то*** *золото, что блестит*	*жылтырғанның* ***бәри*** *алтын емес*
no rose without a ***thorn***	*нет розы без* ***шипов***	***тикенсиз*** *гүл жок*
Английский эквивалент *he who laughs last laughs longest* больше подходит к первой группе	*хорошо смеется тот, кто смеется последним*	*соңғы күлген жақсы күледи*
not to see the wood for the trees	*за деревьями не видеть леса*	–

К третьей группе относятся фразеологизмы, которые совпадают по всем признакам, за исключением образности. Русские говорят *отправиться на боковую*, тогда как английским эквивалентом будет обычное *to go to bed*, а в каракалпакском – *уйықлаўға жатыў*. В русском языке есть оборот *быть как на ладони*, в английском языке в таких случаях принято говорить *to spread before the eyes, to be an open book*, а в каракалпакском *ап-анық көринбекте*. Русские говорят *старо, как мир*, по – английски та же мысль передаётся оборотом *as old as the hills*, каракалпаки говорят *ески өткен замандай*.

Иногда в качестве отличительного признака фразеологизмов выступает частотность употребления в речи того или иного идиоматического выражения, при нарушении которой употребляемая фразеология может придавать речи говорящего необычный или даже старомодный характер. Об этом переводчику следует всегда помнить.

Таким образом, фразеологические единицы английского, русского и каракалпакского языков одинаково отражают эквивалентные фрагменты картины мира, в то время как их уникальность объясняется несовпадением культур, быта, истории, географических условий проживания, религиозных обрядов и т.д.

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INDEPENDENT TEACHING AND LEARNING THE GRAMMAR THROUGH THE NETWORK

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Over the past few years, the Internet has emerged as a prominent new technology. The influence of such a powerful technological tool has pervaded all aspects of the educational, business, and economic sectors of our world. And this effect is observed in every field of language proficiency, especially in the grammar. The available resources for grammar on the Internet can broadly be categorized into two main types: information-based and teaching-based resources. These are sites which provide: information on grammar items including lists of grammar items, Frequently Asked Questions (FAQ) on correct grammatical usage, online grammar clinics help centers, forums inviting questions with responses assured and also explanations of grammar rules with appropriate examples and teaching resources including lesson plans, worksheets and activities, tasks or exercises.

I would like to focus on the second area, namely, the teaching-based resources or materials available for grammar teaching and learning and share some pointers on the use of these resources, in particular, for individualized instruction and independent learning by students.

A careful selection and adaptation of available resources needs to be carried out in order to ensure that students will learn how to put in use, their understanding of grammar to communicate meaningfully, appropriately and fluently. The onus is on teachers to integrate the available resources into their present instructional program. The general approach and underlying principles shaping the nature of the content of sites vary. There may be a structured series of individual, uncontextualized sentences in a number of so-called grammar quizzes for easy and fast review or practice. These could include multiple choices, matching, word ordering, changing word forms, classification, fill-in-the-blank, sentence/clause/phrase manipulation, sentence completion and creation. Other sites, however, offer tasks requiring more independent student research where the responses are essentially student-generated. For instance, students have to search the Web as a corpus for available data, where they collect and analyze examples of words or phrases used in authentic communication. The purpose of using the resources available is of central concern: whether for remediation or as enrichment and extension activities. Ultimately, teachers need to exercise discretion in the appropriate selection and adaptation of resources or materials so as to maximize the potential of the resources on the Internet. The resources should provide flexible, self-pacing opportunities in order to meet the specific needs and address particular areas of weaknesses of students. The sites may provide for language tasks a wide range of competence levels and different entry points.

There is a need for teachers to select self-directed tasks and programs that teach students how to work independently, explore, discover and learn to make choices. Increasingly as the new millennium approaches, there is a shift from meeting students' needs in terms of "learning prescribed subject matter to one of

learning to learn and wider empowerment". The challenge is thus for us to empower our students, not just to provide meaningless drills, nor to control them in their choice of responses made. Only then can a greater ownership of classroom activities and responsibility for students' own learning be developed.

The quality of feedback to responses given is crucial, in determining the usefulness of resources for independent learning. Feedback can be used - to provide information for learners about their performance, to enable them to use the information, to correct their errors. On some sites, encouraging feedback and the necessary explanations which aimed to aid the understanding, are not always be done in high speed, they will be transmitted within a few days or so. Also, in some sites incorrect answers will be given in addition to that they are not always having adequate explanations to help students' understanding.

Students also need opportunities to sufficiently challenge them and to stimulate their thinking skills as they engage in discovery activities which help them deduce grammar rules through appropriate activities. The degree of challenge and difficulty level of tasks from various sites differs markedly. The structured, isolated exercises are more predictable, being repetitive in nature with a more limited range of variety and do not necessarily challenge students to the same degree. The degree of interactivity provided by the sites whereby students are led to explore and think through their choices in coming to a decision is to be considered. Skills which develop students' thinking that include the following: induction and deduction, classifying, abstraction and rationalization and justification are offered in some sites where opportunities for deduction, induction and constructing support for responses are provided. We need to work towards providing students the opportunity to discover and deduce grammar rules for themselves from the guided tasks given with appropriate notes and comments.

The knowledge of the linguistic terms and grammar rules alone does not necessarily imply ability in knowing how to use the language appropriately and effectively. Tasks which merely engage students in scoring in purely structured tests or quizzes do not inevitably help develop students' proficiency or ability in using language effectively and appositely in a communicative context. Sufficient contextual information and background materials need to be included.

Not all sites consistently supply quick diagnosis and prompt feedback given to responses. Related to the issue of teaching through providing an enjoyable and worthwhile learning experience is the motivational factor that prompts the use of the resource, namely, the "value added" material in helping students to acquire a better understanding and use of language as compared to existing print and audio-visual resources.

The Internet has broken down the walls of time and space, giving every individual the ability to be a lifelong learner. We, as language teachers, must consider how to expand their space and opportunities for learning. When students become actively engaged in discovering information for themselves, they will be able to solve problems and learn on their own.

Only then we can say that we have effectively used information technology to expand and enhance independent learning in our classrooms and made it an integral part of classroom instruction.

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TEACHING ENGLISH PRONOUNS ON THE BASIS OF IT

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Nowadays we can't imagine our life without information technologies (IT) as they are becoming the integral part of our daily life. Due to their multifunctional usage IT are being used in all spheres, such as economy, agriculture, law, architecture, tourism, sciences and others. Moreover, it gives great opportunities for teachers in teaching languages, especially foreign languages.

The problem of teaching English using IT was investigated by Tom Rank, Chris Warren, Trevor Millum, Gordon Lewis, Gavin Dudeney, Nicky Hockly and others. Their research was devoted to the application of modern technologies in teaching English and bringing technology into classrooms. As they state, the use of IT by language teachers is still not widespread, but thanks to many reasons like, Internet aecess, youth's interest in technology, authentic materials, international projects, the use of IT is becoming increasingly important.

Today everybody is familiar with Web1.0 and Web2.0 technologies, but we can't say that everybody is aware of how to use them in teacbing English, especially grammar. In this respect the usage of modern technologies in teaching English grammar like pronouns is going to be the issue of this paper.

Though the amount of English pronouns is limited, they are the most widely used words in English. Pronouns help us to avoid repetitions, to join sentences and to ask questions. One cannot make up his speech or even a sentence without pronouns. Consequently the correct usage of pronouns leads to mutual understanding. Considering all tbe importance of English pronouns in communication, the task of language teachers is to find the effective ways of teaching English pronouns. In our opinion, one of the effective ways of achieving this goal is using IT.

Almost all computers have Microsoft Word programs, which can be used in teaching English pronouns. Word processing helps us in ehecking the spelling and grammar constructions, finding the synonyms and antonyms. Moreover, we can create our own exercises. For example, we can type a sbort text and change the color of the pronouns in it the same as the background, so that they become invisible. The students' task is to guess the right pronoun. Changing the color of the invisible words tbey can check their answers.

Another activity that can be carried out using word processing tool is highlighting and underlining words. It belps to raise students' grammar awareness of pronouns. The students are given a text and asked to highlight pronouns and underline their antecedent. This exercise enables students to differentiate the pronouns among other parts of speech and distinguish the relation between the pronoun and its antecedent.

The next tool in teaching English pronouns is concordancer. As Gavin Dudeney and Nicky Hockly point out, concordancer is a small program that can examine a large quantity of texts for patterns and occurrences of particular words or phrases. This online tool is used to language analysis. Concordancing involves the use of concordancer and a corpus, a large body of texts, to be analyzed. While analyzing English pronouns on concordancer students can make

up a general grammar rule for pronouns; learn the usage of pronouns; find their friends (words or structures used with pronouns).

Webquest can also be applied in teaching English pronouns. It is a mini-project based on Internet materials. It has a fixed structure, consisting of introduction, task, process and evaluation. In our case in introduction we should introduce what pronouns are going to be learned in this webquest. Task part can be given in the form of a question or a task, like: "When do we use the relative pronoun "which"?" or "Look through the examples and guess the general rule for Personal Pronouns". Process part includes useful links for Internet site which contain the answers for the task part. In evaluation part students evaluate what they have learnt and achieved.

Concluding it can be noted that there are many modern technologies that can be applied in teaching English pronouns and we considered only few of them. Learning grammar on the basis of such tools can raise the students' motivation, interest and autonomy.

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INNOVATION TECHNOLOGY OF TEACHING FOREIGN LANGUAGES

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In this article, the author describes the main tools in modern technology of teaching foreign languages, which help teachers during the lesson.

The last years in methodical literature has terminology as technology combinate with studying, studying technology and also using innovation technology for studying foreign languages.

What kind of content should be invested in the concept of educational technology and why it was necessary to use such a term in a non-humanitarian methods of teaching academic subject?

The notion of technology is widely used in intensive practice and includes "a set of manufacturing processes in a particular branch of industry and scientific description of methods of production".

The word technology is defined as the science equipment, thus learning technology - the science learning technology (in our case - is the science of the art of teaching foreign languages) . This underlines the fact that the training should be done on a scientific basis, e.g.- the teacher needs to master modern knowledge. The body of knowledge about scientific fact, which teaches how to train, educate why so and not otherwise.

Training technique involves a scientific approach to learning content. This linguistic content, including a strictly selected language material: phonetic, lexical, grammatical, submitted to the speech units. (Types of sentences, speech patterns or structures in dialogical utterances samples and different in appearance, the nature and subject matter of the text); psychological content (generated by the pronunciation, vocabulary, grammar, actualized in speech skills-listening comprehension, their own statements, in reading and writing-as well as the mastery of actions and operations that make up the essence of the speech act and ensure the generation of verbal expression, the implementation of the speech act). All of this content is to be determined the latest achievements in the field of linguistics, psychology and psycholinguistics.

Learning technology is also associated with a scientific approach to how to teach: on the basis of what principles, by what methods and instructional techniques, which funds training, what should be the organization of training, what factors should be taken into account as they consider when learning a foreign language to get the best pedagogical effect in certain specific circumstances.

Introduction of the term technology driven by the need to show a qualitative leap in the methodology of teaching foreign languages, which is an independent science that has its object of study. To successfully train, you need to know this science. Practice has shown that language proficiency, foreign language knowledge (its phonetics, vocabulary and grammar), although they are necessary for the teacher, cannot provide the required level of teaching of the subject, especially in the context of compulsory study it all pupils secondary school. We need knowledge-science learning technology training equipment, e.g. knowledge of how to teach. Linguistics does not do so, it assists in the method of determining the content of training and cannot help in how to teach .Method - is not applied psychology, since not enough to know only how to proceed processes such as remembering, thinking skills and how to form skills. It should be subject to the possession of learning, e.g. a foreign language.

In this article, we will attempt to describe the foreign language learning technology to isolate and reveal some of its component parts, which, in our opinion, will help the teacher in his work in the conditions, which currently has a comprehensive high school, at the level of modern requirements.

As is known, the organization and implementation of the educational process takes place:

- By means of methods and techniques of teaching;
- Through a variety of training tools;
-with the help of various forms of organization of work of students;
- Taking into account the age of the students, their level of training in a foreign language and general development stage of training, degree training, educational material, and time devoted to the study of this subject.

All of the above is included as a component in training and technology directly related to the problem of how to teach. Let us dwell briefly on each of these components.

1. In the pedagogical process of the interaction of the teacher and the student, one learns, learns another .This interaction is carried out by methods and techniques. As methods, e.g. the ways in which the interaction in the teacher-student system at the present stage are allocated communicative and interactive methods. Not less important is the choice of teaching methods in the implementation of these training methods.

For example, organizing familiarization with the new material, the teacher should strive to mobilize the students' thinking, without spending a lot of time; during training work must take into account the individual characteristics of students who strive to ensure that the proposed assignment be perceived not as a student exercise, but as a speech act. It can be a conversation about family members, the heroes of the books they read, viewed movies. It is very important that students not only recounted what they saw or read content, but also expressed their attitude to the facts, events, give them praise. An extremely important factor in the implementation of teaching methods is the organization of independent work of the student.

2.In currently available to foreign language teacher has a whole arseoal of learning tools that he can use in the educational process. These include TCO and visibility. Technical training facilities -. It is a tape recorder, overhead projector, educational films, slides, video, computer and other. Technical means of training - a tape recorder, overhead projector, educational films, slides, video, computer and other. Visibility - a textbook, a book to read (the newspaper in a foreign language), grammar reference books, dictionaries, handout (a card), tables (grammar,

vocabulary, spelling. graphics). pictures (subject. situational. thematic). albums. maps. plans (locations, buildings. rooms, etc.) blackboard and others. Teaching foreign languages at the present level is impossible witheut the extensive use of various means of learning. Sufficient variety of visual learning tools. skillful and judicious use of them enables tbe teacher to engage students in active work. They allow you to affect the emotional sphere of life of students. to strengthen their mental processes (analysis. synthesis. comparison. reasoning) and stimulate their speech activity.

The books for teachers, designed to organize the activity of the teacher to teach a foreign language students are given advice on the use of different means in relation to a class, to the subject, to a particular lesson.

3. Increase the time of active work of each student may subject the use of these forms of work organization: frontal, group, steam room, individually. For training to audition, methods of work on reading to himself, drawing annotations or perform any other type of written work use a dictionary or grammar reference book (where all students perform the same work). we recommend a front work. A teacber talking to ber whenever he needs to show students the rational methods of work. The group form of work (per group of 3-5 students) allows, on the one hand, providing training under the supervision of an expert group for the implementation of the exercise, on the other -creating conditions for dialogue: eacb group reported their classmates something new. The success of this operation are determined by how well the teacber knows bis students, the possibility of each of them in order to properly divide them into groups and allocate to cach of the experts, you can rely on.

For training dialogic speech, use steam form of work. The pairs can be made of question - response exereises, tralning in the construction of dialogical unities on the model, be dialogue on a given situation and learn dialogue. The effectiveness of this work depends on how the teacher distributes bis attention as be supervises the execution of tasks and assisting those in need.

4.When selecting the teacbing methods in the teaching - educational process are determining the age of the students, the level of tbeir general development and language training, level of education and degree of training as well as training material and training conditions (amount of time devoted to learning a foreign language, the number of students, equipment cabinet of foreign languages).

Thus, the learning technology should help in how to take into account the abovementioned factors, to the assimilation of educational material, the development of skills in the target language carried out effectively.

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THE ROLE OF LITERATURE IN TEACHING ENGLISH LANGUAGE

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The theories of language teaching and the trends in language acquisition have changed over the last hundred years, influenced by linguistic, psychological, educational and political perspectives derived from "a mixture of assertion, theory, observation and experiment" (Hall & Cook, 2012). But, since two decades ago, literature has been considered as an influential tool and trend in foreign language teaching. Literature plays a significant role in language curriculum and teaching. However, many language instructors have argued that why and how literature should be embodied in language curriculum. Many instructors have considered the use of literature in language teaching as a valuable and interesting strategy. Although Literature is very significant in the language curriculum, many language instructors have faced with some problems in their teaching language through literature. First, there are few suitable pedagogical materials used for teaching language through literature. Second, there is not enough preparation in the field of literature for teaching in the language curriculum. Third, there are not enough goals to define the significance of literature in language classrooms. A couple of language teachers have attempted to consider literature in their teaching, but insufficient training in this area has made them unable to fully achieve their goals.

There is a close and undeniable relationship between literature and language. Literature is composed of languageand it provides space for the applications of language. Brumfit and Carter (1986) considered literature as "an ally of language". Such method is undoubtedly novel, because literature has been greatly employed as ameans in teaching language skills. Here, first, we consider the changing function of literature in the tradition offoreign language teaching and then come to its current condition within the communicative method. Literature, in the grammar translation method, played a role. Literature of the target languagewas read, translated, and used as samples of good writing and "illustrations of the grammatical rules" (Duff &Maley 1990). However, since two decades ago, the interest in literature as a valuable tool in language teaching has been raised. It is in line with the new communieative approaches that have found in reading literature their desired principles namely communicative competence that asks foreign language learners to communicate in the foreign language and to consider authentic communicative conditions.

Teaching language through literature gives student motivation for learning. As Scott states, "When I teach my advanced French grammar course, students engage in a semi-traditional, systematic study of grammar, and are also required to read a novel. The novel is selected for its relevance to students' experiences in order to engage them in extensive reading for pleasure". Scott observes that learners use grammar actively through reading literature. Furthermore, Mason observes that literature is more pleasant and interesting than traditional methods of instruction, and learners can obtain other aspects of language from literary works.

In the following, it is considered that why language instructors use literature in teaching language and what arethe major criteria for selecting appropriate literary texts for teaching a language?

Using Literature in Language Classrooms. Collie and Slater observe that four major factors convince a language instructor to decide to use literarytexts for teaching language. These factors are genuine material, cultural enhancement, language enhancementand personal participation. Moreover, universality, non-triviality, variety, interest, and creativity are some otherfactors for using literature in language teaching.

The second reason is methodological and considers the idea that literary texts can have different interpretations,thus they produce different ideas among the learners and this leads to creative, motivated interactions with the text, the learners and the teacher (Widdowson, 1983).

The third reason is that the motivational factors are of great significance since the literary texts represent theauthentic feelings of their authors and this produces a strong motivation in the learners. By the help of the literary texts, the students can have access to this individual experience and are able to relate what they read to the real world. Literature has the capacity to create authentic conditions for the learners to practice and learn a foreign language with motivation.

Literature can be a valuable source for teaching speaking and listening skills. Activities such as oral reading, dramatization, pantomiming, discussion, and group activities can be considered as the ways through which language teachers can improve the students' listening and speaking.

In addition, it should be noted that different types of poetry such as epic, lyric, ballad, sonnet, etc. can be used inforeign language teaching. Using different types of poetry helps learners become familiar with different kinds of language applications as well as different poetic styles.

Short story can be seen as a significant genre for teaching language. In shortstories, characters play authenticallyand symbolically, as individuals do in their daily life. Indeed, short stories mirror and illuminate human lives.

a) Helping the learners develop new opinions and thoughts.

Novel can be a very rich source for developing linguistic structures as well as learning the target language.Choosing the appropriate novel can give the learner enough motivation to learn the target language. Using novel for learning a foreign language can have the following benefits:

a) Developing the learners' knowledge about different cultures, traditions, societies, and people,
b) Offering real life like settings.
c) Giving the learners the chance to use their creativity.
d) Improving critical thinking ability.
e) Stimulating the learners' imagination.
f) Developing both oral and written language skills.

When selecting a novel for teaching language, the instructor should consider whether the novel has an interestingstory that motivates the entire class. Moreover, characters, themes, and settings of a novel should be consideredin selecting a novel. Particular themes, ideas, motifs and concepts that are developed in language classes should also exist in the novel.

Literature provides opportunities for foreign language classes and can appeal to the students with various learning styles. Literary texts are reliable sources of linguistic inputs and can help the students practice the four skills–speaking, listening, reading and writing. In this study, we demonstrated the benefits of using literature in foreign language teaching. Literature can help the students enhance their pereeption of other cultures and societies. Also, literary texts can consider authentic subjects like love and war that one may experience in the real world. Indeed, literature is representational instead of referential. While referential language tends to communicate at only one level and is informational, representational language of literature considers the students and involves their feelings and perceptions of the real world. Literary texts help the students to aetivate their imagination and develop their emotions.

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CHET TILI TA'LIMINING PRAGMATIK YO'NALISHI, PRAGMATIK-FUNKSIONAL KONSEPSIYA XUSUSIYATLARI

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Chet til ta'limidan ko'zlangan maqsadning o'zgarishi mavzu va matnlar tanlash jarayonida . til tizimiga (gramatika) oid mashqlar tuzish va o'quv materiali taqsimoti sohasida ham o'zgarishlar yasashga olib keldi. Bu haqda 6-bobda, grammatik-funksional yo'nalish tavsifi jarayonida batafsilroq so'z yuritiladi. O'rta maktabning chet til ta'limidagi pragmatik yo'nalishi haqidagi munozara tezda jiddiy e'tirozlarga olib keldi.

1 . O'quvchilar chet til sohasidagi bilimlarini hayotda qachon qaerda va qanday qilib qo'llay oladilar? degan savol javobsiz qoldi. Darhaqiqat, ayrim o'quvchilar o'z bilimlarini faqat chet til darslarida, chet elga borganlarida yoki o'qishni tugatganlaridan so'ng kasbiy hayotlari taqozosi bilan qo'llash imkoniyatiga butunlay ega bo'lmaydilar.

2. "Kundalik muloqotni o'rgatish" haqiqatdan ham chet tili darsida o'quvchilarga o'rgatilgan muomala tartib- qoidalarning hammasimi? Bir necha o'quv yilini qamrab oladigan darslarni tashkil qilish buning uchun yetarlimi? Chet tilini o'rganish yangi dunyoni o'rganish bilan borobarmi? O'quvchi shaxsini aqliy tarbiyalash uning hayotiy tajribasini orttirish deganimi? Boshqa halqlar, madaniyatlar ,hayot sharoitlari va boshqa bir qator masalalarni birgalikda hal qilish ko'nikmalarini shakllantirishga chet tili darslarida alohida e'tibor berilishi kerakmi? O'rta maktabdagi nemis tili predmeti asosan ta'lim –tarbiya maqsadlari bilan chambarchas bog'liqligi o'z-o'zidan tushunarli. Shuning uchun bu predmet oldiga qo'yiladigan maqsadni boshqa predmetlar qo'ygan maqsadlardan ajratgan holda belgilash mumkin emas. Chet tili ta'limining pedagogic va pragmatik yo'nalishlarini bir-biri bilan uzviy bog'langan holda ta'limning yangi konsepsiyasini ishlab chiqishda sinovdan o'tgan taiablar qo'yilishi lozim. Shuning uchun ham keng miqyosdagi konsepsiya ishlab chiqishdan avval bir qator jiddiy masalalarning hal qilinishi talab etiladi. Maktab o'quvchilarni tarbiyalay olishi uchun xulq mezonlari, baholash tizimi, turmush tarzi va muomala masalalarida tezkor o'zgarishlarni qaysi yo'nalishda amalga oshirishi lozim? Agar dunyo shunchalik tez o'zgarayotgan bo'lsa, maktab o'quvchilarni nimalarga tayyorlashi kerak? O'quvchilar bunday tezkor rivojlanishda voyaga yetib, o'z o'rinishlarini topa olishlari uchun qanday mutaxassisliklarni egallashlari zarur? Yuqoridagi savollarga ayrim olingan bir fan yoki maktab pedagogikasi nuqtai nazaridan qoniqarli javob berish mumkin emas. Bu savollar ko'proq ijtimoiy-siyosiy sohaga tegishli hisoblanadi. 70 –yillarda chet til ta'limini ijtimoiy (Hobermas 1971). Sotsialpsixologik (Krappmann 1971), va pedagogik ("emonzipatorische Didaktik") (Neuner 1987) nuqtai nazardan hozirjavoblik va munozara yo'li bilan nazariy asoslashga jiddiy harakat boshlandi. Tavsiya Ilovada "Emanzipatorische Didaktik" va " Sozialpsuchologie" tushunchalarining izohini topish mumkin. 60-yillarda GFRda konservativ davlat boshqaruvi o'rnini ijtimoiy-liberal yo'nalishdagi "isloh vaziyati" egalladi. Bu holat 70-yillarda chet til ta'limida yangi yo'nalishning vujudga kelishida, ijtimoiy-siyosiy sohadagi asosiy masalalarning kun tartibiga qo'yilishida asosiy rol o'ynadi. Bu davrda ayrim boshqa davlatlarda, masalan, Buyuk Britaniyadagi chet tili ta'limida progmatik yo'nalish allaqachon eng dolzarb masala darajasiga ko'tarilgan edi (Wikins 1972; Widdowson 1972; Littlewood 1975). Misol Chet tili ta'limi pedogogik maqsadlar bilan uzviy bog'liq ekanligi yangilik emas. Nemis Umumta'lim Yangi Filologlar Kengashi o'quv rejasi loyihasida 1951-yilda gimnaziyalarda ingliz tili predmeti

uchun. GTM prinsiplarida asoslangan holda. ta'limning "tarbiyaviy maqsadi"ni quyidagicha belgilagan Ingliz-amerika madaniyat vakillari insoniyatga ko'plab yusak insonlik namunalarini taqdim qilganlar va ularning yozma voqealiklaridan ingliz tili darsi uchun juda qimmatli bo lgan qadriyatlar,jumladan haqiqatni qadrlash,huqni bilish,bag'rikenglik,erkinlikni qadrlash,inson shahsiga va chet mamlakat xalqlariga izzat-hurmat xislatlari haqida noyob misolar mavjud Bunday qoliy hislatlar nemis yoshlarida tarbiyalanishi lozim.

Shu yo'l bilan ularda ongliik va o'zaro murosa qilish hissa tarbiyalanadi. Ingliz tilidagi yozma manbalar turmush masalalariga doir asarlarga boy bo'lganligi tufayli ham ingliz til darsi ko'p qirrali dunyoqarashni tarbiyalashga xizmat qiladi.(Nemis Umumta'lim Yangi Pedagoglar Kengashi.Axborotnoma 1951. 3) Shuni ta'kidlash kerakki. gimnaziyalarda faqat iqtidorli va bilimli changqoq o'quvchilarga chet tillarni GTM asosida o'rgatilar edi.Asosiy maqsad ni va madaniy hayotga oid bilim berishdan iborat bo'lib. bu " tarbiyaviy", "til o'rgatish", "ma'naviy" va "madaniy" maqsadlari bilan bog'langan edi. Ingliz tili darsi yoshlarda rejali fikrlash va e'tiborni ma'lum nuqtaga qarata olishni o'rgatishi. ko'p qirrali til shakllarini o'zgartirib olishni ta'minlashi lozim. Buning uchun o'quvchi ma'lum Grammatik va stilistik tushunchalarni qoidalar asosida joylashtira olishni mashq qilishi kerak. (Yuqoridagi xujjat. Axborotnoma 1951. 2) O'quvchilar yozma manbalar orqali ingliz va amerika xalqlarining ma'naviy va madaniy hayotlariga olib kirilishi va bugungi Angliya va Amerika erishgan daraja bilan tanishtirilishi va ulardan amalda foydalanishni o'rgatilishi lozim. Shu bilan birga ayniqsa shakllanib bo'lgan va shakllanayotgan an'analar nemis madaniy hayotiga ta'sir o'tkazishi va anglo-amerika dunyosi insoniyat madaniy hayotiga qo'shgan hissalari ham o'quvchilar ongiga singdirilishi lozim. Ushbu maqsadlar o'quvchilarni chet tildagi o'quv materiali orqali xorijiy madaniyat bilan tanishtirishi va ularning o'zaro bog'liqligi ta'lim konsepsiyasini faqat o'quv materiali nuqtai nazaridan rivojlantirish mumkin bo'libgina qolmasdan. balki ta'lim maqsadlari va istiqbollarini belgilash o'quv guruhlari nuqtai nazaridan ham zarurligini ko'rsatdi. Bu holat didaktik-metodik konsepsiyani ishlab chiqarishda o'quv guruhining xususiyatlarini ham hisobga olishni toqozo qiladi. Progmatik maqsadlarning kun tartibiga qat'iy qo'yilishi va 80- yillarda boshlangan chet til ta'limidagi didaktik va metodik konsepsiyaning regionlashtirish borasidagi munozaraning markaziy mavzuiga aylanib qolishi tasodifiy xol emas. Aytib o'tilganidek, audiolinguval va audiovisual metodlarning rivojlanishida pragmatik yo'nalish haqidagi mulohazalar , ya'ni chet tillarni "kundalik turmush sharoitida" qo'llash, "o'quvchilarni yozma nutqqa emas, balki og'zaki nutqqa o'rgatishni yuqori o'ringa qo'yish" haqidagi fikrlar muomalani o'rgatish metodi (KD)ning vujudga kelishiga muhim turtki bo'ldi.

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COMPUTER-BASED LANGUAGE TEACHING AS A NEW TREND OF LANGUAGE TEACHING

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Computer-based foreign language teaching is a relatively new interdisciplinary field of knowledge which is closely connected with the development of information and communications technology (ICT), applied and mathematical linguistics, the research of artificial intelligence, the "human-machine" interaction and PC software design. It became a separate branch of language teaching in the 80s.

Computer-based language teaching is based on 3 main aspects:

1. developing a theoretical basis of using computers and ICT in language teaching;
2. creating software and materials for various educational purposes and applying them to the process of language teaching;
3. developing ways of integrating ICT into the educational process.

Computers can be efficiently used for developing all the skills that are important for language learning:

Listening. Besides talking to a real person through the microphone, listening to foreign music, etc. there are some other ways to hear foreign speech. A speech synthesizer has been created by Bell Labs and can be found at Lucent Technologies website. This synthesizer enables you to hear how any phrase sounds in a foreign language. It converts written text into an audio file in one of the given languages - English, German, French, Italian, Spanish *(http://www.bell-labs.com/project/tts/index. html)*. It makes it possible for a student to hear how any phrase from his textbook is pronounced. You can not only listen to the audio file, but download it in order to use later.

Reading. The best part of the information that can be found on the Internet exists in the written text form. The manipulations with written data increases the student's reading skills. A computer may turn into an inexhaustible library. Students can visit various news pages and read and analyze articles. Different assignments can be based on the texts and the articles that can be found on the internet. One of the advantages of this approach is that the students have access to the latest news and articles in the original.

Writing. The main form of communication on the Internet is written. When a student exchanges messages or e-mails with his foreign pen- friend he trains his writing skills, gets acquainted with another culture. Nowadays there are lots of ways for language learners to find pen-friends in other countries. The most popular are:

1. *Address one's request to TESL-L* (computer-assisted language learning sub-branch listserv@cunvvm.cunv.edu/listserv@cunyvm.bitnet) *or TESLK-12* (listservfojcunyvm.cuny.edu);
2. Address oneself to the "Intercultural E-Mail Classroom Connections" association *(http://www.iecc.org, http://www.stolaf.edu/ network/iecc/)*.

The benefit of E-mail projects is that students from different countries can communicate with real people. The fact that written text is composed not for the teacher or to get a mark, but for a pen-friend to share some interesting information with him/her motivates the students. The student gets more involved in composing the message. One feels much more responsibility and tries to be as clear, informative, polite and friendly as possible, developing all the main writing skills.

Speaking. Speaking still remains the main way of human communication and that is why developing speaking skills is crucial for language learners. While communicating in a real language environment a student gets involved in real life situations. While being involved in solving real problems students learn to react to them spontaneously and adequately, which

encourages building original statements instead of using cliches. The role of Skype for this purpose cannot be underestimated. It became the easiest and the cheapest way for people all over the world to communicate with each other and not only hear each other's voices, but to see each other, which makes such telecommunication even more real. Being a simple tool, Skype can become an important and efficient tool in everyday classes.

Computer-based learning. Computer-based learning, sometimes abbreviated to CBL, refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes.

Researches show that computers will play the ever increasing role in higher education. This evolution, to include computer-supported collaborative learning, in addition to data management, has been realized. The type of computers have changed over the years from cumbersome, slow devices taking up much space in the classroom, home, and office to laptops and handheld devices that are more portable in form and size and this minimalization of technology devices will continue.

Computer-based training. Computer-Based Trainings (CBTs) are self-paced learning activities accessible via a computer or handheld device. CBTs typically present content in a linear fashion, much like reading an online book or manual. For this reason they are often used to teach static processes, such as using software or completing mathematical equations. The term Computer-Based Training is often used interchangeably with Web-based training (WBT) with the primary difference being the delivery method. Where CBTs are typically delivered via CD-ROM, WBTs are delivered via the Internet using a web browser. Assessing learning in a CBT usually comes in the form of multiple choice questions, or other assessments that can be easily scored by a computer such as drag-and- drop, radial button, simulation or other interactive means. Assessments are easily scored and recorded via online software, providing immediate end-user feedback and completion status. Users are often able to print completion records in the form of certificates.

CBTs provide learning stimulus beyond traditional learning methodology from textbook, manual, or classroom-based instruction. For example, CBTs offer user-friendly solutions for satisfying continuing education requirements. Instead of limiting students to attending courses or reading printed manuals, students are able to acquire knowledge and skills through methods that are much more conducive to individual learning preferences. For example, CBTs offer visnal learning benefits through animation or video, not typically offered by any other means.

Computer-supported collaborative learning. Computer-supported collaborative learning (CSCL) is one of the most promising innovations to improve teaching and learning with the help of modern information and communication technology. Most recent developments in CSCL have been called E-Learning 2.0, but the concept of collaborative or group learning whereby instructional methods are designed to encourage or require students to work together on learning tasks has existed much longer. It is widely agreed to distinguish collaborative learning from the traditional 'direct transfer' model in which the instructor is assumed to be the distributor of knowledge and skills, which is often given the neologism E-Learning 1.0, even though this direct transfer method most accurately reflects Computer-Based Learning systems (CBL).

When using smart boards information is able to be introduced to students in a new, fun, and engaging way. Teachers and/or students are able to draw on the board using different colors. This can help focus ones attention on particular areas of the screen. The marks made on the smart board are able to be erased. This makes it easy to show the information in its original form. When using smart boards teaching and learning become a more active experience for both the student and the teacher.

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СОВРЕМЕННЫЕ НРОБЛЕМЫ ЛИНГВИСТИКИ И МЕТОДИКИ НРЕНОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

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ТУИТ

В настоящее время **необходимость изучения английского языка** в его реальном функционировании в различных сферах человеческой деятельности **стала общепринятой**. В нашем универеитете обученне английскому языку ведется на протяжении всех лет обучения, по всем специальностям; телекоммуникация, электротехника, программнрование экономика и менеджмент, н главной задачей обучения является овладение студентамн навыками общения на английском языке. Если рассматривать первые две специальности, то здесь большое внимание уделяется тому, чтобы научить студентов 'общаться' с техникой, а менеджерам, в свою очередь, никак не обойтись без общения с людьми. Поэтому **на последнем году обучения акцент делается на деловой английский язык**, где основным является коммуникативный метод обучения. Однако здесь мы сталкиваемся с рядом коммуннкативных проблем лингвистики.

Оцыт цреподавания показывает, что даже на продвинутых этапах обучения студенты допускают существеннос количество ошнбок как при выполненнн упражнений, так и при нспользовании субстантивных конструкций в разговорной практике.

Неправильнос употреблеиие указанных конструкций в составе сложного предложеиия ведет к нарушению логики высказывания и, как следствие, невыполнению задач коммуннкацни. В связи с этим мы видим необходимость в более подробном оснащенин этой темы и разработке соответствующих рекомендаций.

Следующей проблемой является **перевод формы в общее значение**. На данном этапе важно, чтобы слушатель знал хотя бы одно, самое общее значенне слова, которое было сказано другнм. Поэтому при обучении англнйскому языку как средству общения важно дать понять студентам, что человек воспринимает сказанное через свою индивидуальную и культурную призму, и значит, нужно, как можно более точно передать все значения, которые несет в себе слово.

Переход из культурного значения в ннднвидуальное проявляется в проецировании культурного значения через прнзму каких–то своих собственных свойств, установок. Вот этот барьер в общении, который называется психологическим, и является нанбслее труднопреодолимым в коммуннкацин между личностямн, т.к. у всех людей механизм "шифрованнэ" н "дешифрованиэ" разный н завнсит от различных причин, одной из который является разная психология людей. Поэтому актуальность коммуникативной проблемы в настоящее время приобрела небывалую остроту. Эта

проблема связана также с одной из проблем теории перевода, а именно со способами передачи без эквивалентной лексики, т.е. лексики, которая не имеет аналогов в иной культуре. Она в свою очередь создает большое препятствие в общении между людьми различных культур. Решение данной проблемы нам видится в расширении фоновых знаний студентов. Фоновая лексика - это слова или выражения, имеющие дополнительное содержание и сопутствующие семантические или стилистические оттенки, которые накладываются на его основное значение, известное говорящим и слушающим, принадлежащим к данной языковой культуре. Поэтому важным этапом в обучении общению является ознакомление студентов с реалиями, традициями и обычаями англоговорящих стран.

При изучении языка одновременно с усвоением каждой лексемы формируется ассоциируемое с ней лексическое понятие. Если лексема усвоена и артикулируется правильно, это еще не свидетельствует о том, что завершилось формирование лексического понятия. В учебном процессе следует учитывать, что слово одновременно является знаком реалии и единицей языка. Поэтому безэквивалентная и фоновая лексика нуждается в комментарии, требует особого внимания преподавателя. Безэквивалентная лексика является достоянием культуры. Если сравнить две национальные культуры, то можно сделать вывод, что они никогда не совпадают полностью. *Это следует из того, что каждый язык состоит из национальных и интернациональных элементов, а для каждой культуры совокупности этих элементов будут различными.*

При общение студентов к культуре англо говорящих стран является неотъемлемой частью в обучении иностранному языку. В своей практике мы постоянно обращаем внимание студентов на культурологический аспект, а именно на то, какие традиции и обычаи есть в культуре страны, язык которой они изучают. Мы знакомим студентов с языковыми единицами, наиболее ярко отражающими национальные особенности культуры народа-носителя языка и среди его существования. Кроме того, в содержание национальной культуры входит и социальный компонент, на базе которого формируются знания о реалиях и правах стран изучаемого языка, знания и навыки коммуникативного поведения в актах речевой коммуникации, навыки и умения вербального и невербального поведения.

В виду того, что у студентов нет возможности в непосредственной коммуникации с носителем изучаемого языка, то у преподавателя возникает необходимость в объяснении и разъяснении тех или иных особеностей культуры носителей языка, мы часто сталкиваемся с проблемой непонимания студентами особенностей характера и культуры народа-носителя языка. *В связи с этим мы пытаемся подбирать языковой материал, отражающий культуру страны изучаемого языка, так называемые реалии в реалии наиболее наглядно проявляется близость между языком и культурой.* Коммуникативный системно-деятельностный подход предполагает полную и оптимальную систематизацию взаимоотношений между компонентами содержания обучения. К ним относится система общей (например, экстралингвистической, педагогической) деятельности, система речевой деятельности, система речевого общения (коммуникации, интеракции и взаимной перцепции), система изучаемого иностранного языка, системное соотнесение родного и иностранного языков (их сознательно- сопоставительный анализ), система речевых механизмов (речепорождение, речевосприятие, речевое взаимодействие и др.), текст как система речевых продуктов, система структурно- речевых образований (диалог, монолог, монолог в диалоге, разные типы речевых высказываний и сообщений и т. п.), система (процесс) овладения иностранным языком, система (структура) речевого поведения человека. В результате такого подхода в обучении формируется, реализуется и действует система владения иностранным языком как средством общения в широком смысле этого слова.

Итак, используемые в обучении материалы должны **сформировать языковую компетенцию** (владение языковым материалом для его использования в виде речевых высказываний), **социолингвистическую компетенцию** (способность использовать языковые единицы в соответствии с ситуациями общения),**дискурсивную компетенцию** (способность понимать и достигать связанности в восприятии и порождении отдельных высказываний в рамках коммуникативного значимых речевых образований), **"стратегическую" компетенцию** (способность компенсировать вербальными и невербальными средствами недостатки во владении языком), **социально- культурную компетенцию** (степень знакомства с социально- культурным контекстом функционирования языка), **социальную компетенцию** (способность и готовность к общению с другими).

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THE PROBLEM OF THE CHOICE OF THE SYLLABUS FOR ESP COURSES

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The rapid growth of international cooperation and globalization made English language a necessary skill for future specialists to obtain a well-paid job. It is also considered to be the means for further professional development and the required condition for professional socialising world-wide.

Taking all these factors into account we set the following range of questions to be answered while developing the syllabus for our course:

- What are the needs of my students?
- What type of syllabus should we apply?
- How to select authentic materials needed for this course?
- How to assess the course?
- How to evaluate the course?

Before we start talking about the ways to develop the ESP syllabus for Educational Institutions let me describe the background of the issue. Prior to Bachelor-Master Degree structure of Higher education there was a Specialist Degree one that lasted for four years. English language was a compulsory subject during the first two years of education and was based on skills (listening, speaking, reading, writing) approach. The course was rather an integrated one than English for General Purposes - ESP course. Due to these factors it was quite a challenge for teachers to change the mentality and to develop separate syllabus. Although the teaching of ESP is in many ways similar to the way we teach English for General Purposes there are still some peculiarities to be taken onto account. According to Hutchinson and Waters, the approach to ESP should be based on learner's needs in their professional areas.[27] A.Crocker in his work "Scenes of Endless Science: ESP and Education" outlines the similarities between language instruction in general and ESP but points out that the ESP course is "something outside of the language through the medium of the language"[28]. This idea gives

[27] Hutchinson, T. & Waters, A. (1987). English for Specific Purposes a learner-centered approach. England: Cambridge University Press.
[28] Crocker, A. (1981). Scenes of Endless Science: ESP and Education. In ELT Document 112. The ESP Teacher: Role, Development and Prospects.

as a suggestion that ESP should be considered as a necessary tool for specialists to function properly in their professional field

The first step to develop the syllabus was to identify the goals that learners would like to achieve while taking this course. To do that the needs analyses approach was implemented. We studied different approaches to needs analyses described by world-known scientists (J. Munby, T. Hutchinson and A. Waters) and developed the model that meets our objectives and is relevant to our curriculum. It was agreed to develop a pre-course questionnaire and to organize a pre-course interview to identify the areas for syllabus development.

The pre-course questionnaire contained the following questions: • What for do you need English language knowledge?

• Whom do you plan to use English with?

• Where do you plan to use English?

• What level of English language proficiency do you plan to obtain?

• What occupational area do you need English for?

• What communicative activities (speaking, reading, writing) do you plan to participate in?

Answers to these questions helped us to develop the learners' profile and were used further as a criterion to select authentic materials.

The main problem that we faced with designing the course was to achieve the balance between learners' desire to focus on communicative aspect of the language and the necessity for students of the graduate level to have fluent academic language ability. Based on general-cultural competence and professional competence paradigm introduced by Educational Standards and keeping in mind objectives that were set after conducting needs analyses we consider the combination of learning-centered approach and process-oriented syllabus approach to be the basis for our syllabus design. Such integrated approach to course design could be identified as English for Academic purposes based on ESP framework.

We divided our course into six modules: text organization and the structure of the article; summaries and effective reading; critical reading and writing; writing an academic essay; written presentations; presentations and debates. Each module encourages learners to understand various texts in the field of the professional interest, to develop the ability to use language flexibly and effectively for social, academic and professional purposes and to develop the ability to use language as a means of oral and written communication for professional and academic purposes.

Designing the course we developed the following formative techniques to monitor learners' progress throughout the education process:

• In-class activities. Students are placed in the situations that encourage them to work in pairs or small groups. They solve problems that create space for powerful peer-to-peer learning and rich class discussion. Self-assessment and peer assessment increase motivation and autonomy. For each type of in-class activity learners are given self-checklist and peer checklist. The role of the teacher on this type of assessment is to monitor the classroom as students work, helping those who get stuck and guiding those who are headed in the wrong direction.

• *Quizzes*. This technique is successfully used to gauge learners' prior knowledge, to assess progress midway through a module and to create friendly in-class competition. We organise the syllabus in such a way that all modules start from quizzes. It helps to identify what students already know, to clear up misconceptions, and to clarify how much they will learn in this module.

As for summative assessment it has been agreed that due to the integrated nature of the course we would use projects and presentations as a high-stakes techniques. These give learners the chance to go deeper with the material and to put the knowledge they have acquired

to use or create something new from it. We consider this level of application as an extremely important to show learners the progress that they have made and to see the practical usage of the material they have studied.

Course evaluation is the last but not the least important stage in syllabus design. It helps to improve and to promote effectiveness of the course. There are two ways to evaluate the course implicit evaluation takes place during the course, and explicit -takes place at the end of the course. To help to get better glance into the success of the course we also include essays as a way to conduct implicit evaluation. We consider essay as a method to evaluate knowledge, critical appraisal skills, critical thinking skill, analysis, and synthesis skill.

The final stage of the course is to complete "The course Questionnaire" and to participate in Course Forum. We tried to develop the Questionnaire to stimulate the willingness of the responders to give full and thoughtful answers and the Forum allows for anonymity, perhaps eliciting more genuine responses. The result of this work is to get learners attitude towards the subject matter, instructional methods, activities and teacher's role in the course

References:

1 Hutchison, T. & Waters, A. (1987). English for Specific Purposes: a learner-centered approach. England: Cambridge University Press.

2 Crocker, A. (1981). Scenes of Endless Science: ESP and Education. In ELT Document 112. The ESP Teacher: Role, Development and Prospects.

XORIJIY TILLARNI O'RGATISHDA NOAN'ANAVIY USULDAGI DARS SHAKLLARIDAN FOYDALANISH

Sayareva Sh
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O'zbekiston Respublikasi Prezidentining "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi qarorida ta'lim tizimining barcha bosqichlarida chet tillarni uzluksiz o'rganishni tashkil qilish, shuningdek, o'qituvchilar malakasini oshirish hamda zamonaviy o'quv-uslubiy materiallar bilan ta'minlashni yanada takomillashtirish zarurligi haqida so'z boradi. Qarorda ta'kidlanganidek, bugungi kun zamonaviy pedagogik va axborot-kommunikaciya tehnologiyalaridan foydalanib, o'qitishning ilg'or usullarini joriy etish orqali yoshlarga chet tillarni o'rgatish, shu tillarda erkin so'zlasha oladigan mutahassislar tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon sivilizasiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratishni taqozo etadi. Kadrlar tayyorlash Milliy dasturining 3.3.2-bandida uzluksiz ta'limni isloh qilish uchun belgilangan vazifalarni amalga oshirishda ham chet tilini o'rganish talab qilinadi. Demak, ta'limning barcha turlarida chet tilni o'rganish maqsadga muvofiq. Chet tilni o'qitishda esa jahon tajribasida sinovdan o'tgan ta'lim tehnologiyalarini qo'llash samarali natijalar berishi ayon. Quyida biz chet tillarni o'rganishda qo'llash mumkin bo'lgan ayrim ta'lim texnologiyalaridan namunalar keltiramiz:

Insert jadvali. Har bir talabaga jadval shaklidagi matn tavsiya etiladi. Talaba matnni o'qish jarayonida jadvalning chap tomoniga maxsus belgilarni qo'yib boradi.Mustaqil o'qish vaqtida olgan bilimlarni, eshitgan ma'lumotlarni sistemaga solishni ta'minlaydi.

Sinkveyn. Sinkveyn so'zi francuz tilidan olingan bo'lib, "besh qator" she'r degan ma'noni anglatadi. Sinkveyn usuli yordamida muayyan tushunchalar asosida mavjud ma'lumotlar tahlil va sintez qilinib, yoziladi. Sinkveynning birinchi qatorda – bitta so'z (ot),

ikkinchi qatorda – asosiy tushuncha ikkita sifat bilan beriladi. Uchinchi qatorda uchta so'z harakatni ifodalashi taqozo etiladi(fe'llar). To'rtinchi qator to'rtta so'zdan iborat bo'lib, ushbu tushuncha munosabatlarni anglatadi. Beshinchi qator bir so'zdan iborat bo'lib, tushuncha

Toifalash jadvali. Toifa - hususiyat va munosabatlarning muhimligini namoyon qiluvchi alomat. Unda ajratilgan alomatlar asosida olingan ma'lumotlarni birlashtirish ta'minlanadi. Sistemali fikrlash. ma'lumotlarni strukturaga solish, sistemalashtirish ko'nikmalarini rivojlantiradi. Toifa – sharhlar tuzish, olingan ma'lumot lavhalarini birlashtirish imkonini beradigan toifalarni izlashdan iborat. Toifalar jadval ko'rinishida rasmiylashtiriladi. G'oyalar, ma'lumotlar toifaga mos kelishi talab qilinadi. Ish natijalarining taqdimoti

FSMU texnologiyasi. Ushbu tehnologiyani munozarali masalalarni hal etishda, bahs-munozaraga asoslangan dars mashg'ulotlarida yoki o'quv seminar yakunida talaba yoki o'quvchilarning o'quv mashg'ulotlari hamda o'tilgan mavzu va bo'limlardagi ba'zi mavzular, muammolarga nisbatan fikrlarini F – fikringizni bayon eting.

Olmos texnologiyasi. Har bir juftlikka to'qqizta jumla yoki hikoya solingan konvert beriladi va ularni olmos shaklida joylash topshiriladi.Eng muhim ma'noga ega hamda va qiziqarli bo'lgan jumla olmosning uchiga joylashtiriladi.Keyingi ikkitasi bir hil darajadagi ikkita o'ringa qo'yiladi.O'rtadagi uchtasi to'rtinchi, keyingi uchtasi esa yettinchi daraja hisoblanadi. Olmosning pastiga guruh tomonidan muhim ma'noli va qiziqarli deb topilmagan jumla yoziladi.

Oila jamiyatning bir bo'lagi

Bilaman, bilmayman, bilishni bohlayman. Ushbu tehnologiya vositasida har bir talaba yoki o'quvchining yangi fan yuzasidan darsgacha mavjud ilmni bilishi va u bilmaydigan hamda bilishni hohlaydigan ma'lumotlarini jadval yordamida aniqlash orqali o'qituvchi shunga asosan darsini olib boradi.

Xulosa qilih aytganda, ijtimoiy taraqqiyot bilan uzviy aloqadorlikda rivojlanih borayotgan fan-texnika yutuqlaridan samarali foydalanish, jamiyatdagi shiddatli axborotlar oqimini qabul qilish, ularni tahlil etish, qayta ishlash, nazariy jihatdan umumlashtirish, xulosalash hamda talabaga yetkazib berishni yo'lga qo'yish ta'lim tizimi oldida turgan dolzarb muammolardan biri hisoblanadi. Ta'lim-tarbiya jarayoniga ta'lim texnologiyalarini tatbiq etish yuqorida ta'kidlangan muammolarni hal etishga xizmat qiladi.

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COMMUNICATION-ORIENTED INSTRUCTION

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The position of listening as a distinct and important skill in language learning received a much-needed boost when the Council of Europe set out a model of the communicative needs of the archetypal adult foreign language learner in the early 1970s (Howatt, 1984). Proposals by Munby (1978) on communicative syllabus design, based on the original work of the Council of Europe, provided models for each of the four language skills. Listening was presented as a complex set of skills and micro-skills. It was no longer perceived as something that could simply be "picked up" by language learners, hut as a complex communicative skill that had to be learned as one would learn other language skills such as reading and writing.

Soon other models and taxonomies of listening skills and sub-skills for different types of communicative situations were published and these directly influenced how listening was presented in many course books. Many of these models were influenced by cognitive psychology and emphasized the importance of listening comprehension as active meaning construction. Richards (1983), for example, presented a taxonomy based on listening skills organized within the context of conversational and academic listening. Rixon (1981) proposed a five-stage framework that included: knowing objectives; understanding language (making guesses if language is not understood); filtering for relevance; checking against own knowledge; and applying information.

The success and influence of the communicative language teaching (CLT) methodology that emerged in the 1970s engendered much discussion about innovative methods for teaching, as well as criteria for selecting materials, designing tasks, and developing materials (Johnson & Morrow, 1981). Teachers were encouraged to move away from using long written passages in favor of authentic materials, such as songs, movies, and recorded conversations for listening. With the availability of portable radio cassette recorders and video recorders, this quickly became a reality in many classrooms. Pre-listening activities were also introduced to engage learners in preparatory activities that enabled them to use their background knowledge for the topic during listening (Anderson & Lynch, 1988; Underwood, 1989; Ur, 1984). Table 1.2 summarizes the key features of communication-oriented listening instruction. It shows that, even in lessons with a communicative purpose, learners could still face challenges such as a neglect of listening in favor of speaking or four- skill integrated units and the indirect assessment of comprehension.

If we examine current course textbooks or talk to teachers, we would find that these comprehension-based techniques are still commonplace today. For example, learners are still required to demonstrate their understanding of listening passages or videotexts by choosing the correct answer from a number of options, writing summaries, or selecting words from the computer screen to complete sentences from the listening passage. Communicative language teaching highlights the importance of practicing core listening skills, such as listening for details, listening for gist, predicting, listening selectively, and making inferences. The main goal of these listening lessons, however, is typically the achievement of successful comprehension. With a focus on the product of listening, every activity becomes a test of the learners' listening ability only, rather than a means for understanding the social and cognitive nature of developing and using these listening skills. Although scholars have warned against using listening activities as a disguised form of testing (Sheerin, 1987), this practice is in fact quite commonplace in many language classrooms, even today.

The goal of this book is to show that some of the intrinsic challenges within the three types of listening instruction can be addressed by teaching within a metacognitive framework. Teachers need to enhance the current strategy approach to engage learners in a wider range of metacognitive activities about listening. These metacognitive learning activities should aim to deepen learner understanding of themselves as L2 listeners, raise greater awareness of the demands and processes of L2 listening, and teach learners how to manage their comprehension and learning.

Research in first language (L1) and L2 comprehension shows that learners who successfully use metacognitive knowledge of listening and strategies to improve their comprehension, will also experience increased motivation. Goh (2002a, 2008) focused on a metacognitive approach that helps learners become more self-regulated and self-directed in their efforts to improve their individual listening abilities. In this book, we will show how these ideas can be incorporated effectively into a holistic learning experience for L2 listeners. For example, you will be introduced to a research-based metacognitive pedagogical sequence (Vandergrift, 2004, 2007) designed to help learners integrate the use of multiple strategies

while focusing on the process of listening. At specific stages in a lesson sequence, learners are prompted to use strategies to regulate their comprehension and achieve successful comprehension. In addition to pursuing comprehension, the sequence guides learners through important meta- cognitive processes such as prediction, verification, monitoring, problem solving, and evaluation--processes used by effective listeners and effective learners. This sequence not only raises learner awareness about the listening process, it also offers much needed scaffolding so that listeners can learn from each other while working with listening texts. We refer to this as metacognitive instruction for L2 listening. It is an approach to listening instruction that explicitly elicits and enhances learner knowledge about learning to listen, as well as teaching effective strategies for managing comprehension and overall listening development.

Listening, often the weakest skill for many language learners, receives the least structured support in the L2 classroom. Over the last five decades, listening has slowly become more important in the language curriculum, and more time and attention have been allocated to it. While this is a vast improvement from the time when listening was merely exploited to further other pedagogical goals, the time has come for language educators to rethink how they teach listening.

This chapter has outlined why learners need a more comprehensive approach to learning to listen. Developments in teaching methodologies over the last five decades have addressed some earlier weaknesses but there are still some gaps and limitations that need attention. The practice of testing learners for their understanding of listening input, rather than teaching them how to process and manage that input, is still predominant. A new approach for listening instruction is needed to give learners tools for selfregulated learning to develop listening beyond the classroom. This chapter has argued for a more holistic teaching approach that focuses on the process of learning to listen so that L2 listeners can develop the necessary learner knowledge and control of internal cognitive and affective processes, as well as the external social demands that influence comprehension success.

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GAMES AS A TOOL TO IMPROVE THE SPEAKING SKILLS

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Games can be used in order to assess the students' oral production and consequently there is an improvement on the students' communicative competence. This finding explores how the learners' speaking skills is improved through the use of games in class.

For this activity, the facilitator drew a map on the board which contains different places of the city, such as the bank, police station, zoo, among other places. Students were given small toy cars and the facilitator asked them to go in front of the board, and they will have to

drive the car on the board to the places which another partner will tell them, the student who tells the place where the car has to go, must use directions. The image below is a sample that corresponds to a video recorded during the game. In order to put learners into practicing speaking and to promote participation, game activities should be planned and structured, in which exposure is a determinant factor that must be taken into account because outside the classroom setting, and even inside the classroom there will always be few times when the students will have chances to exercise their speaking. The use of games is a strategy that the facilitator brings to class in order to provide to the students an activity in which they can practice their speaking, and thus to improve communication. This finding explored how the facilitator got the students speaking through the use of games in the classroom setting. The results demonstrated game activity proposed by the teacher, he increased the possibilities of improving his English speaking skill and in agreement with Kim (1995), games provide the students with the opportunity of having a meaningful interaction in the target language. Even so, Mei and Yu-jing (2000) believe that if not well planned, games can become distracting for some students, taking into account that not all the students have the same learning styles, and deflecting some learners from the goal of putting in practice the speaking skill. By having the students speaking in game activities, the learners face more spontaneous situations, and according to Judy (1984) spontaneous situations allow the speakers to use language that they already know. Reasons to use games in class.

Using games in class can bring many advantages and benefits, such as creating a meaningful context for the students where language is useful (Lewis, 1999). For this finding we focus on explaining some reasons why games should be implemented in English classes. The participants of this study took part of some games during the classes, and it is worth mentioning some advantages.

The information above from the field notes was taken in a class where the facilitator introduced the topic of *"Time"*. We may assume from this that the learners tried to comprehend what the teacher was explaining, but it was difficult for them to understand. —*The time"* activity implemented by the facilitator did not manage to get all the students participating, and even one of them did not pay attention to the topic that the teacher was introducing. It is to be remarked that the activity implemented by the teacher was not a game-activity, and it was a stage of the class previous to a game activity. The teacher's goal with this activity was used with the purpose of introducing the topic of —time| and to teach the students how to ask for the hour, and how to say the hour in English. Subsequently a game was implemented as a way to complement the topic of the class. The extracts below are part of the field notes of the same class. The teacher proceeded to implement a game related to the same topic that she introduced to the students *"The teacher divides the group into 3 teams, each with 4 or 5 students, each team must make a row, and the rows must be placed in parallel. The teacher draws an imaginary line of arrival, which the students must reach only if they mark the time that the teacher tells them correctly. The students line up and seem excited because they know that they're going to take part in a game.*

We can see that the reaction of the participants when the game is developed is a enthusiastic attitude. Games in class demand from students to think before they come out with answers, and although the goal of the activity was to make the students speak in order to make descriptions, thinking was implicit, thus increasing also vocabulary. The students' speaking outcomes during such game activities, whether are mistakes or correct, allow the teachers to make a diagnose of the students' pronunciation and speaking. The implementation of games led us to think that may serve to arouse the students' if they are bored, also to improve the speaking skills of the students because they are practicing, and to make a diagnose of the students' current speaking performance.

In agreement with Khan (1996), one of the advantages of using games in class, is noticed that the students had to make use of their cognitive skills before speaking. It means that they had to think what they were going to say, and implicitly improving their vocabulary. Tyson (2000) points out the relevance of using games in class, as it has diverse benefits, in which we can find the cognitive aspects of language learning. This finding also revealed that the students' speaking outcomes serve as a tool for the teacher to diagnose the students' pronunciation and speaking, and according to Cunningham (1999), facilitators should supervise the students' oral output, as a way to detect what needs to be improved.

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ХОРИЖИЙ ТИЛЛАРНИ ЎРГАНИШДА МОДУЛЬ ТИЗИМИДАН ФОЙДАЛАНИШНИНГ САМАРАДОРЛИГИ ТЎҒРИСИДА

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Республикамизнинг Кадрлар тайёрлаш Миллий дастурида, фан техника, юкори технологиялар ривожи жадаллашган ҳозирги замон шароитида етук санъат ва маданият йўналишларида мутахассисларнинг замон талабларига жавоб берадиган янги авлодини тарбиялаш устувор вазифалардан бўлиб хисобланиши бежиз эмас.

Хорижий тилларни ўрганиш соҳасидаги кадрлар тайёрлаш тизимини ислох қилишнинг асосий шартларидан бири — бу янги, илмий асосланган жаҳон стандартларига мос ўқув дастурларини ишлаб чиқиш ва соҳа йўналиши бўйича ислоҳотни босқичма-босқич амалга ошириш бўлиб, натижада юкори малакали кадрларни барча соҳаларга тайёрлашдир.

Дуиёда хорижий тилларни ўргатиш йўналишидаги таълим алоҳида ўрин эгаллайди. Шунинг учуи мамлакатимизда соҳа бўйича кадрларни тайёрлаш, давлат сиёсати даражасига кўтарилган ва ривожланган давлатлар тажрибасини оммалаштирилмокда, соҳа бўйича кадрларни тайёрлашнинг ҳуқуқий асослари такомиллашиб бормокда. Мехнат бозоридаги рақобат мутахассисдан етук малака ва тажрибага эга бўлишии талаб этмокда.

Ахборотнинг юксалиб бораётган кучсимои окими тезлигини таъминлаш максадида, фанларни ўзлаштиришда замонавий телекоммуникацияли ахборот тизимлар қўлланилмокда. Жумладан, олий таълимнинг хорижий тилларни ўргатиш йўналишидаги таълимда ўқув жараёнини ташкил этишниг модулли тизими янгилик бўлиб, ўзига хос жиҳатларга эга.

Модулли ўқитишнинг моҳияти шу билан изоҳланадики, унга кўра, талаба тақдим этилган индивидуал ўқув дастури асосида мустақил тайёргарлик кўради. Демак, бу жараёнда ўқув дастурини бажариш учун харакатлар режаси, ахборотлар мажмуаси, ўқитиш натижаларига эришиш бўйича аник методик тавсияномалар бўлиши зарур.

Модул тизимининг ўқув жараёнида кўлланилиши учун куйидаги талабларни бажаришимиз лозим бўлади:

— модуллар мазмунли ва сифатли маълумотлар билан таъминланиши ва мустакил фикрлаш, мантикий ўйлаш ва амалий фаолиятга йўналтирилган бўлиши;

— хар бир модулнинг максад белгиланган бўлиб, мустакил таълим олишга йўналтирилган бўлиши;

— модул бир ва бир неча фанлар интеграциясига эришишни таъминлашга каратилиши;

— интеграцияланган модул максади ва мазмуни мустакил фикрлаш, мантикий ўйлаш ва амалий фаолиятга йўналтирилган бўлиши;

— мустакил ва ижодий фикрлашни ривожлантириш максадида модулнинг ўкув материали мазмуни муаммоли тарзда берилишига эришиш шулар жумласидандир.

Модулли ўкитишда таълим олувчиларнинг билим, малака, кўникмаси катъий равишда назоратнинг рейтинг тизимила баҳоланишини зарурият килиб қўяди. Хар бир модул бўйича тайёрланадиган ўкув материалларн ўз ичига ўкиш даврини тўлик камраб олган модулли дастур, хар бир модул бўйича назарий материаллар (маъруза), ўкув-услубий тарқатма материаллар, хар бир модул бўйнча индивидуал топшириклар, ўкув илмий адабиётлар рўйхати, хар бир модул бўйича мустакил ишлар учун топшириклар ва хар бир модул бўйича назорат топширикларини камраб олади.

Хорижий тилларни ўргатиш йўналиши таълим тизимида модулли ўкитишнинг жорий этилиши малакали таржимон ва педагог ходимларни тайёрлаш самарадорлигини оширишга ёрдам беради. Хар қандай тизимга жорий этилган янгиликнинг самараси талабалар томонидан пухта ўзлаштириб олинган такдирдагина ўзининг натижасини бериши мумкин.

Хорижий тилларни ўргатиш йўналиши бўйича таълимнн модулли ўкитиш асосида ташкил этиш самарадорлигини ошириш максадида унинг мониторингини ташкил этиш мавжуд субъектив ва объектив муаммо ва камчилнкларнн хал килиш имкониятини яратади. Айникса, бу борадаги илғор тажрибаларни семинар-тренинглар асосида мухокама этиб, ташкилий чора-тадбирларнинг кўрилнши модулли ўкитишнинг замонавий шакл ва усулларини ўкув жараёнига татбик этиш имконинн беради. Бугунги талаба ва магистрнинг ўкув дастурларини ўзлаштириш бўйича зиммасига юклатилган вазифасини теран хис килиши, профессор-ўкитувчиларининг нафакат касбий махорати, шу жумладан, уларнинг олган билимларини амалиётда қўллаш бўйича етарлн билим ва тажрибага эга бўлиши лозим.

Хулоса килиб айтиш мумкинки, хорижнй тилларни ўргатиш йўналишидаги таълимнн модернизация килиш — бу мураккаб ва тадрижий жараёндир. Шунинг учун бу таълнм жараёнининг чукур ўйлаб боскичма-боскич ислох килинишн жамиятда хорижий тилларнн ўрганиш маданиятини оширишга имкон беради. Демак шу таълим сохасида инновацион ислохотларни амалга оширнш демократик ҳуқуқий давлат ва фукаролик жамиятининг объектив эхтиёжларнни хисобга олган холда бу соҳа бўйнча мутахассис кадрларнинг янги авлодини тарбиялашнинг гоятда мухим ва хал килувчи омили бўлиб хизмат килади.

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THE ACHIEVEMENTS AND SHORTCOMINGS OF LEARNING FOREIGN LANGUAGE AND WAYS OF PREVENTING THEM

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Learning a foreign language is both time consuming and troublesome. The scientists still recall in high school and in college spending hours trying to memorize hundreds of vocabulary words and dozens of ways to conjugate verbs. Recent scientific research on the brain suggests that learning foreign languages makes students smarter overall. Among the many benefits, it increases students' mental focus, reading and writing abilities and improves mathematical skills. I do not know If my geometry or calculus grades jumped up because I was studying foreign language. One of the most rewarding parts learning foreign languages is that it helped us to make connections with people overseas. It is how people's perception of Americans abroad change when they speak the language of the h6st foreign country. For me, it immediately transformed the way people perceived me from an outsider to a friend. Even though initially my conversation skills were quite elementary, it allowed me to build trust more quickly and to establish a stronger relationship with people. In my small way, through the time and resources spent to learn foreign languages, I was showing honour to the mother countries of these languages.

Finally, if we are serious about educating global leaders for tomorrow, we need to have students who can engage many different societies and be able to build cooperation between them. Foreign language must be an important part of this endeavour. The pursuit of foreign language education should not be considered a luxury to be sought by a few. Rather, foreign language instruction should be a core element to our education and taught as early as possible. Also, learning a new language takes time and dedication. Once you do, being fluent in a second language offers numerous benefits and opportunities. Learning a second language is exciting and beneficial at all ages. It offers practical, intellectual and many aspirational benefits. In today's world, there are over 7000 languages and learning at least one will help you massively. Although it has been proven that it is easier for children to learn a second language, it is certainly never too late to learn, and the benefits definitely reward the effort and dedication.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying languages is a bobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign writers in the original, which makes your outlook wider. It is not surprising that many intellectuals and well-educated people are polyglots. I study English. Nowadays English has become the world's most important language in politics, science, trade and cultural relations. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, and the South Africa Republic. English is one of the official languages of the United Nations Organization and other political organizations. Half of the world's scientific literature is in English. It is the language of computer technology. To know English today is absolutely necessary for every educated person, for every good specialist. The English language is a wonderful language. It is the language of the great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, and Charles Dickens. The great German poet Goethe once said, "He, who knows no foreign language, does not know his own one." That is why in order to understand oneself and environment one has to study foreign languages. Social awareness of and efforts spent on foreign language teaching have been clearly increasing in

Turkey for years. Along with this awareness and effort, language teaching has undergone many fluctuations and dramatic shifts over the years resulting in more emphasis on the need for all students to become competent language learners.

These fluctuations and shifts in foreign language teaching in Turkey have brought about striking changes which have created several problems as well. One of these problems is related to the selection of schools and their program content. In Turkey, after compulsory elementary school, students study hard to get into state or private secondary schools where they have one year preparatory stage and follow an immersion program. They have to take a central exam to be a student there. These schools use English as the medium for instruction for mathematics, sciences and other academic subjects. Other secondary schools which also accept students after this central exam teach academic courses in the native language, Turkish, and teach English as a course for four hours a week. The differences between these two systems, in the course of time, have raised issues such as students' attainments levels in courses like mathematics and science since these students have a central university exam in Turkish. Thus, foreign language teaching has vacillated between the two approaches in the Turkish educational system: teaching academic courses through foreign language and native language (Koksal, 2002: Koksal, 2003).

Never-ending discussions and criticism of the effectiveness of teaching in a foreign language and the methods to be followed call more attention to this problem in Turkey. It is especially salient at the present time because government policy seems to be in favour of abandoning foreign language as a medium for instruction in secondary schools. The main objections against the use of foreign language as the medium for instruction are students' misconceptions in academic subjects and their academic failure. However, studies across the country related to those discussions are inadequate and need further research, as stated by the Ministry of Education, and several universities and experts in Turkey (Baskan, 1978; Demircan, 1988; Ministry of Education; 1990, 1996).

Research done outside Turkey has looked into the effect of teaching academic subjects in foreign languages as well as bilingual education programs covering problems related to psychology, linguistics and exams. Having conducted several studies concerning the effect of foreign language, Cummins (1981a; 1989; 1992) highlights two levels of language proficiency: the Basic Interpersonal Communicative Skills (BICS) and the Cognitive Academic Language Proficiency (CALP). The former (BISC) represents the language of natural, informal conversation, whereas the latter (CALP) is the type of language proficiency needed to read textbooks, participate in dialogue and debate, and provide written tests. In other words, CALP requires both higher levels of language and cognitive processes in order to develop the language proficiency needed for success and achievement in school. Cummins (1982), Chamot (1981) and Shuy (1981) liken the relationship of language proficieney and academic achievement to an iceberg. While CALP, measuring higher levels of skills, is represented below the waterline, BICS, measuring lower levels of skills, is represented above the surface of the water. The studies by Krashen and Biber (1987), Rosenthal (1996) and Spurlin (1995) support the results by Cummins (1981a; 1982) and state that students who have not developed their CALP could be at a disadvantage in studying academic subjects and science in particular because this course requires an in-depth understanding of concepts acquired by reading textbooks, participating in dialogue and debate, and responding to questions in tests. Once again, stressing the difference between CALP and BICS, educational and linguistic theorists (Cummins, 1981a; Krashen, 1982 and Krashen, Long and Scarcella, 1979) explain that foreign language students may become quite proficient in the grammar, vocabulary and sentence structure of the English language, but may lack the necessary cognitive academic language proficiency to learn the subject matter in science courses.

In the light of these studies, in this study. the effect of a foreign language. English, as a medium for instruction, on conceptual understanding of "The Energy Unit" in a science course was investigated. The reason why it was chosen is because this unit is related to everyday experiences and also covers abstract concepts. As explained by Pfundt and Duit (2000), how to teach the topic of 'energy' is investigated in many studies beeause of its nature, containing abstract concepts.

In conclusion. Person himself should try to achieve in learning English and how to prevent from difficulties in learning. These studies that remembered before all of them are to develop foreign language skills.

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METHODS OF TEACHING PHRASEOLOGICAL UNITS IN READING AND WRITING COURSES

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In linguistics, phraseology is the study of set or fixed expressions, such as idioms, phrasal verbs, and other types of multi-word lexical units (often collectively referred to as phrasemes), in which the component parts of the expression take on a meaning more specific than or otherwise not predictable from the sum of their meanings when used independently.

There are various effective activities for teaching English phraseological units to EFL students in order that not only they can learn them effectively but also apply them practically.

A. Teaching English phraseological units in Contexts

The role of context is central in language learning. It's common that EFL students don't really understand the various meanings of new words in different contexts. That's why EFL students don't know how to apply the words they have learned practically in various contexts. It's fundamental for teachers to provide a rich context for students' language learning and practice. For instance, linguistic contextual information enhances adolescents' interpretation of idioms. The contextual cues surrounding a particular word can help readers get that's meaning. In contrast, context-reduced language will be hard for readers to tolerate (Brown, 2001). Consequently, it's more effective for EFL students to learn language in meaningful contexts than learn isolated words through memorization and drilling.

In order to practice we can introduce English phraseological units in Story Contexts

Stories have been popularly used to teach and entertain students in language learning. Interesting stories usually draw students' attention and easily make students absorbed in them. Since contextual information is significantly effective for aiding students' understanding English phraseological units, it is essential for EFL teachers to provide students with rich context. Thus, introducing English phraseological units within interesting stories can possibly help EFL students to understand and remember them better.

A. Teaching English phraseological units with Group Discussion

One can usually use this method in mini roup discussion in Reading Comprehension. Students' discussing what they read is a helpful strategy to increase their comprehension. Group talk can provide learners with rich opportunities to acquire social and linguistic knowledge necessary for understanding new texts they encounter (Freeman & Freeman, 1994). Klingner & Vaugbn (2000) stressed that ESL students engaging in collaborative talk during content reading, they assisted one another in understanding the meaning of challenging words.

getting the main ideas. and answering questions about what they read. As a result, group discussion appears to be an effective technique to enhance students' reading comprehension.

Applying Group Discussion in Understanding English phraseological units

Students are likely to be passive learners when they receive lectures only in classrooms. On the contrary, small group discussion could stimulate students to be involved in the active process of constructing knowledge. Furthermore, during group discussions, students will learn from each other, whether consciously or unconsciously. Accordingly, it can be applied group discussion in students' active learning of English phrasecological units before explaining the meaning of idioms to them. Students in group discussion can understand English idioms better than when they are introduced to English idioms within a story only. This demonstrated the significant effect of group talk on students' understanding of English idioms.

B. Teaching English phraseological units with Readers Theater

Readers Theater has been viewed as an interesting and motivating strategy that can provide readers with a legitimate reason to reread text and further improve their word recognition, reading fluency and reading comprehension. Researchers claim that Readers Theater offers a way to improve fluency and enhance comprehension (Bafile, 2003) as well as to create interest in and enthusiasm for learning (Ruddell, 1999). Even slow learners can benefit from Readers Theater because there is no memorization required and there is no risk for them at all. Apparently, Readers Theater provides enough opportunity for practice--repeated reading in language learning. This activity also enhances interaction opportunities with peers and makes the reading task more appealing than learning alone.

Applying Readers Theater to Practice English phraseological units. Teachers use Readers Theater to help students practice English phraseological units in order to enhance students' retaining them. Class observation and students' interviews further reveal their positive attitudes, such as excitement toward the implementation of Readers Theater in reading classes. Moreover, students retain English idioms better by applying Readers Theater because it provides students with opportunities for idiom oral practice because of rereading scripts. Consequently, it is obvious to see that Readers Theater has a significant effect on students' learning and retaining English phraseological units.

Teach English phraseological units with Dialogue Writing and Role-Play

Dialogue Writing and Role-play in Reading. Dialogues can provide situations for students to practice ordinary conversation and offer students ample practice with basic speaking skills in context. Firstly, dialogues can be viewed as short plays and used for students to act out rather than simply read aloud. Moreover, the dialogues the students write function as basic communication at all levels (Scott & Ytreberg, 2000). In addition, putting pupils into pairs for the role-play in the daily dialogues is an effective way of oral practice for various ages and levels (Scott & Ytreberg, 2000). Nunan (2003) stressed that role-plays are also excellent activities for learners' speaking in the relatively safe environment of the classroom before they must do so in a real environment. Therefore, dialogues offer students opportunities to act out and practice oral skill before encountering the real world.

Some ESL teachers simply go over a list of English phraseological units and their definitions or explanations. However, to ensure that students not only understand them. but also learn to use them, present idiom examples in context, for example, in simple conversations where the meaning of the idiom is clear.

So teaching the translations of phraseological units to students demand the teacher to use new methods of teaching and to inform them about easy and comfortable ways of understanding their translations. Using only one method during all classes is not affective way of learning phraseological units.So that it should be simultaneously used several methods of teaching during the classes.

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LISTENING ACTIVITIES IN ENGLISH LANGUAGE CLASSROOMS

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Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. Compared with writing and reading, or even speaking, however, the development of listening receives the least systematic attention from teachers and instructional materials. While language learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts or messages. Although they are exposed to more listening activities in classrooms today, learners are still left to develop their listening abilities on their own with little direct support from the teacher. A possible reason for this is that many teachers are themselves unsure of how to teach listening in a principled manner. We believe that every language teacher needs to have a clear understanding of the processes involved in listening and in particular how strategies can be used to manage comprehension efforts. A teacher also needs to know how to harness the potential for learning inherent in every student, so as to help them achieve success in developing listening and overall language proficiency.

Listening activities in many language classrooms tend to focus on the outcome of listening; listeners are asked to record or repeat the details they have heard, or to explain the meaning of a passage they have heard. In short, many of the listening activities do little more than test how well they can listen. Because learners are often put in situations where they have to show how much they have understood or, more often, reveal what they have not understood, they feel anxious about listening. In addition, when they not only have to understand what the person is saying but must also respond in an appropriate way, learners' stress and anxiety levels increase even further.

In addition to anxiety, learners also face the challenge of not knowing how to listen when they encounter listening input. Although pre-listening activities are a common feature in some classrooms, these activities mainly provide learners with the background knowledge they need to make listening easier. Learners are "primed" to listen to a specific piece of text through a pre-listening activity, but they are seldom taught how to listen once the audio or video begins. For example, many learners need time to get used to the speaker's voice or "tune into" the message. They often miss the first parts of an aural text and they struggle to construct the context and the meaning for the rest of the message (Goh, 2000).

Once learners begin listening, they are often expected to complete the listening task without any help along the way. The nature of spoken text, experienced in real time, does not normally allow the listener to slow it down or break it down into manageable chunks. Many teachers also feel that they should ask learners to listen to the input without any interruption or repetition because this mirrors real-life communication. The downside of this practice is that learners are constantly trying to understand what they hear but never get a chance to step back and learn how to deal with the listening input. Unlike reading, where the teacher can direct learners' attention to specific parts of a reading passage or ask guiding questions to scaffold their thinking and comprehension, listening lessons do not typically offer such opportunities

for learning. As a result, learners do not learn about strategies they can use to improve their listening ability, nor do they understand the processes that are involved in learning to listen in a new language.

Another instruction gap is the lack of guidance on how learners can self- direct and evaluate their efforts to improve their listening. Many learners who desire to improve their listening participate earnestly in all class listening activities in the hope that these will help them become more successful listeners over time. They also look to their teachers to show them how they can improve their listening abilities. Usually, the advice is to listen to songs more, watch more movies, listen to the radio or watch the news on TV, and find native speakers as conversation partners. Most of these activities, when planned by the teacher, are accompanied by "homework" that requires learners to demonstrate some outcome of their listening. These outcomes might include writing a summary of a movie or TV news report they have watched or giving a response to something they have heard. Efforts to improve, however, are sometimes not sufficiently monitored or supported. Learners may try their best to engage in listening on their own outside class time, but they may not know how to take advantage of these opportunities to improve their listening proficiency. Second language (L2) learners need to be supported and to understand the listening processes they are using. In short, teachers need a way to engage learners' metacognition in teaching listening. Metacognition, or the act of thinking about thinking, refers to the ability of learners to control their thoughts and to regulate their own learning. It plays an important role in learning to listen. There is a general consensus among researchers in the fields of comprehension and second language (L2) learning that metacognition enhances thinking and comprehension (Baker, 2002; Wenden, 1998).

Although metacognition is a crucial aspect of learning to listen, it does not have a significant and explicit role in many language classrooms. A survey of the various approaches to listening instruction shows that listening has gained greater prominence in language teaching, but listening lessons have, until recently, been mainly text-oriented and communication- oriented rather than learner-oriented. The focus of much listening instruction has been on getting learners to comprehend, on their own and with little support, the meaning latent in a piece of spoken text. With time the focus has shifted to the comprehension of details and the gist of messages that have a communicative purpose. More recently, we see a greater emphasis on how learners listen; however, even in situations where the learners and their learning have become factors for consideration in the planning and delivery of the lesson, more could be done to engage learners directly in improving their listening comprehension and managing their own learning.

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CHALLENGES AND OPPORTUNITIES IN LISTENING INSTRUCTION

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It is time for Class 2B to have their listening lesson. Miss Campbell tells her students to take out their course book and look at the listening exercise on pages 28 and 29. She tells them that they will be listening to a passage about wedding rites of a group of people who live in

Asia. Next she tells them to read the questions and the multiple-choice answers for the listening passage very carefully. She explains that this will help them find out what the passage is about as well as what to listen for when the recording is played. When the class is ready, she plays a CD recording of a listening passage.

The students listen attentively and select what they think is the correct answer to each question. When the recording ends, Miss Campbell plays it a second time so that learners can check their answers. After this, she goes over each question and gives them the correct answer. Finally, she checks how individual learners have performed and then goes over some of the difficult questions and explains the correct answers. When this is done, the class moves on to the next part of the lesson, which requires them to write a short composition based on what they have heard from the passage.

Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. Compared with writing and reading, or even speaking, however, the development of listening receives the least systematic attention from teachers and instructional materials. While language learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts or messages. Although they are exposed to more listening activities in classrooms today, learners are still left to develop their listening abilities on their own with little direct support from the teacher. A possible reason for this is that many teachers are themselves unsure of how to teach listening in a principled manner. We believe that every language teacher needs to have a clear understanding of the processes involved in listening and in particular how strategies can be used to manage comprehension efforts. A teacher also needs to know how to harness the potential for learning inherent in every student, so as to help them achieve success in developing listening and overall language proficiency.

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TYPES OF COHESIVE RELATIONS

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Cohesive devices are typically single words or phrases that basically make the text hang together. By analogy, they are much like the seams in our clothing which keep items like jackets and trousers together. Accordingly, thanks to their importance, the paper presents a study of the correlation between cohesive devices (their distribution and frequency) and different registers. The issue was chosen due to the fact that the correlation between register and cohesive devices has not been thoroughly investigated in the field of applied linguistics. According to Bell , the two concepts of cohesion and coherence, despite their differences, share a crucial characteristic as follows: they beth hold parts of a text together by making series of meaning. As the concern of researcher is about cohesion and cohesive devices, it is necessary to provide some information concerning these two issues.

Cohesion is illustrated by Bell as: One of the standards of textuality that makes use of formal surface feature (syntax and lexis) to interact with underlying semantic relations or underlying functional coherence to create textual unity; cohesion is achieved by means of sets of markers of cohesive relationships.

In this definition, it is clear that cohesion is made of "...the mutual connection of components SURFACE TEXT within a sequence of clauses and sentences"; Cohesion is then involved in controlling and selecting from tha options available in the mood system; subject, predicator, complement, adjunct, etc. In contrast, Coherence is created by the formation and arrangement of the concepts and relations of the textual word which lies beneath and realized by the surface text. It is worth to note that the concept of cohesion can be completed by the concept of register because these two elements together define a text. Awareness of the features of textual register noticeably guarantees that a translation sufficiently expresses hard aspects of cohesion and coherence .

Hatim and Munday suggest that the role of register analysis is crucial in finding cohesive elements and ensuring the coherence of the text. As an element of standard of textuality, cohesion is one of the factors that affect the quality of translation dramatically. Newmark as cited in Baker says: "the topic of cohesion... has always appeared to me the most useful constituent of discourse analysis or text linguistics applicable to translation". Therefore, this can be an interesting topic for analyzing a translated text.

Halliday and Hasan's seminal work, *cohesion in English* is a very good source about cohesion. They stress: "we need a term for one occurrence of a pair of cohesively related items. We shall call this cohesive tie or device" . The concept of cohesion in Halliday and Hasan's view is a semantic one. It refers to the relationship of meaning that exists within or between sentences within the text. Cohesion takes place where the interpretation of some element in the discourse is contingent upon another element. The one presupposed the other in the sense that it can't be effectively discovered except by recourseing to it. When this happens a relation of cohesion is established and two elements, the presupposing and presupposed ones, are at least potentially hang together to form a text . This relation, as Halliday and Hasan state[29], is a relation between sentences which makes a linkage between different parts of a text, paragraph, sentence and other parts. This relation is something different from the relations which link different parts within the sentence. If each text consisted of only one sentence, there would be no need to go beyond the category of structure of sentences to illustrate the internal cohesiveness of a text. In other words, a text typically exists beyond the series of structural relations. When the term cohesion is used, it means non-structural text forming relations; that is semantic relations and makes a text a semantic unit.

Larsson argues that "cohesion does not stop at boundaries of grouping"; rather, it hangs them together. By grouping he refers to the addition of smaller structures such as clauses to make a bigger one such as sentences. Halliday and Hasan define the concept of cobesion as the range of possibilities that exist for linking something here to the previous items. Since this relation obtains through meaning, one is concerning about tbe set of meaning relations that function in this way; that is the set of semantic recourses that are used for the purpose of creating a text. Cohesion can be interpreted in practice as the set of semantic recourses for linking sentences that has gone before. In this case, one has to show how sentences which are structurally independent may be linked together through particular features of their interpretation. The simplest form of cohesion is that the presupposed element shall be verbally explicit and be found in the immediately preceding sentence. e.g.

[1] *Did the gardener water my garden?*

- ***He did so.***

This example shows a norm in cohesive relations and forms a model for cobesion which in turn makes its theoretical point despite its simplicity. There are two points of departure from this norm. The first one is that the presupposed element may be placed anywhere in earlier sentences or in the following one which is an example of endophera (textual) reference that can be anaphora and cataphora respectively. The second one is when one can not find the presupposed element anywhere in the text.

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DIFFICULTIES IN READING COMPREHENSION

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Students with learning disabilities in reading or dyslexia often have difficulty comprehending text in books and other reading material that is written at their grade levels. This can occur for several possible reasons such as:

- the material may be written at a level that is beyond their current independent reading skill level.
- they may have limited prior knowledge about the content being read or have limited vocabulary knowledge. This can lead to confusion during reading and in class discussion about what is being read.
- they may not be aware of how the reading material is structured as in the elements of story structure, the organization of the material in a text book, or the characteristics of the genre of literature being read.
- they meaning of sentences and passages may become lost as the reader struggles with the mechanics of reading. This leads to difficulty remembering what was read. Fifth, they may have difficulty determining what information is important in written passages.

Reading Facts: Roughly 85% of children diagnosed with learning difficulties have a primary problem with reading and related language skills.

- Reading difficulties are neurodevelopment in nature.
- Neurodevelopment problems don't go away, but they do not mean that a student (or an adult) cannot learn or progress in school and life.
- Most children with reading difficulties can be taught reading and strategies for success in school.
- When children's reading problems are identified early, they are more likely to learn strategies that will raise their reading to grade level.

Decoding Difficulties: is the process by which a word is broken into individual phonemes and recognized based on those phonemes. For instance, proficient decoders separate the sounds "buh," "aah," and "guh" in the word "bag." Someone who has difficulty decoding, and thus difficulty reading easily, may not hear and differentiate these phonemes. "Buh." "aah," and "guh" might be meaningless to them in relation to the word "bag" on the page.

Experts have no one explanation for this phenomenon. In some cases, it may reflect that some people simply require more time to separate sounds – time that isn't there.

Signs of decoding difficulties are:

- trouble sounding out words and recoguizing words out of context
- confusion between letters and the sounds they represent
- slow oral reading rate (reading word-by-word)
- reading without expression
- ignoring punctuation while reading

Comprehension Difficulty: relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding.

Signs of comprehension difficulty:

- confusion about the meaning of words and sentences
- inability to connect ideas in a passage
- omission of, or glossing over detail
- difficulty distinguishing significant information from minor details
- lack of concentration during reading

Retention Difficulties requires both decoding and comprehending what is written. This task relies on high level cognitive skills, including memory and the ability to group and retrieve related ideas. As students progress through grade levels, they are expected to retain more and more of what they read. From third grade on, reading to learn is central to classroom work. By high school it is an essential task.

Signs of retention difficulty:

- trouble remembering or summarizing what is read
- difficulty connecting what is read to prior knowledge
- difficulty applying content of a text to personal experiences.

Despite advantages of the using reading materials and strategies, it has also difficulties in reading process which can be solved by following strategies of reading. Different strategies are clarified in reading process and it effects on the reader according to the aim of each strategy.

By this, we can sum up that learning to be a strategic, active reader; one can achieve success in all content areas.

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TECHNOLOGICAL AND INTERACTIVE WAYS TO LEARN FOREIGN LANGUAGES BY USING MULTIMEDIA PROGRAMS

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Nowadays, modern computers with sound card and CD drive permit a form of language learning in which interactive multimedia programs serve at least partial substitute for teacher guided-learning. For the major language of the world such CD courses combining text, illustrations, audio and video have been available for the last couple of years since computers with sound facilities became available at reasonable prices. The project will focus on the technical side which I consider adequate because this is only aspect that has been mentioned elsewhere in one form or other in my previous paper.

As my major is Education and training, I basically focus on how to impact on learners with easiest, faster and useful ways so that they could learn and speak in foreign languages properly in a short period of time.

In my project, I am going to focus in particular on:

- the practical strategies of the web in Education
- multimedia programs in language education
- clarify the importance of the web
- technical point of views
- benefits of foreign-language programs in Education
- achievements and failures in this field
- language teaching in a relation with culture defining as attitudes, values, ways of thinking, interacting, relating to others and looking at the world.
- Analysis of partnerships, two or more groups of learners from different countries.

Speaking more about multimedia programs in foreign-language learning and teaching I am also going to concentrate on several useful and effective multimedia programs. Competitiveness among students and skilled teachers, many of those are native speakers did dazzled me. Within a year I worked hard on myself with every single mundane weak point of mine. I was basically recommended to work out with the following effieient multimedia programs. One of them which tremendously effected to my pronunciation proficiency is surely "English as a Second Language Podcast (ESLPOD)". The other multimedia courseware program which helped me to improve my pronunciation and completely eliminated some of my errors is called "Say It Right". Furthermore, into my project I am planning to add more significant multimedia programs that I thought pertained to my project and in future I believe that all experiences I will obtain during teaching and learning will serve to prosper in the Educational sphere of my country. That would be brilliant chance for me to bring new Educational method involving productive use for multimedia teaching into our society while we are still lacking in having and using new interactive ways of teaching. I would be glad to acknowledge any other work I might have overlooked and which is vital to my analysis.

The impact of advancement in the world of technology was experienced in each aspect of life, and education is no exception. The role of computers and internet has extremely increased in the area of teaching, for instance, utilization of recordings, videos, presentations, and other such multimedia. The focus of my research is going to be one more modern phenomenon highly spread in virtual world – so called "social networks". Millions of people of different ages are active users of this platform because it creates a ground to freely interact with one another regardless distance and time. I firmly believe that frequent and vast use of this platform is a great tool for teaching and learning too. Thus, I want to identify what the effectiveness of social network in learning is with the help of my research.

I am planning to conduct the primary research in the form of experiment as it provides data of high quality and validity. To identify the efficacy of social network over traditional ways of teaching, it is necessary to compare traditional method of teaching with online format. Thus, the research will go in two settings: classroom and online. Considering the fact that in experimental research, it is recommended to focus on a particular aspect of a language as time-frames do not allow long-term processes, I decided to examine writing skills development level in those two settings and prove that the use of social network is more effective in teaching writing in comparison to traditional way of teaching. Another motive for choosing this very language aspect was that it is considered to be the hardest to master and numerous learners have problems with it. I believe exploring new ways of sharpening the skill of writing would be of great benefit for both teachers and learners.

It is expected to utilize a variety of techniques to collect the data such as pre-test, writing sessions and post-test. They will be involved in different steps of the research in order to indicate:

- What the background theoretical and practical experience of the subjects is;
- What progress in the process of sessions is being achieved; and
- How much the level of the subjects' writing skills improved in both settings.

It is essential to carefully select the subjects due to significance of their potential impact on the results of the research. Therefore, they will be chosen according to the firmly developed criteria including similar levels of proficiency in English and age.

Personally, I am confident about the great perspectives social network has brought into ways of EFL teaching and learning. I would consider this phenomenon as positive impulse for the area of EFL teaching and learning. Thus, its use should spread more rapidly and widely throughout the globe.

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MOTIVATION IN LEARNING A FOREIGN LANGUAGE

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With the acceleration of globalization in all spheres of public life, the problem of motivation in learning foreign languages is becoming really central. Globalization means that there is a significant increase in the role of personal human contact, and, therefore, verbal communication, including international, which requires knowledge of a foreign language.

Foreign languages are becoming one of the main factors of socio-economic and cultural progress of society as well. A foreign Language performs a huge role in the formation of personality and the improvement of education because with the help of it you can get immediate access to the spiritual wealth of other countries in order to be able to have a direct communication with the representatives of other peoples.

So, it is not surprising that in recent years the interest in foreign languages, mainly - in English increased significantly in our country. Now knowing two or more languages is an undeniable attribute of any modern highly-educated man. Fluency in a foreign language has become a real demand, without which it is no longer possible to get a well-paid job and build a successful career. New socio-economic changes in Uzbekistan in the last decade, its commitment to actively and fruitfully cooperate with western countries has greatly influenced the expansion of functions of the foreign language as a subject and has led to a rethinking of the goal, objectives and content of teaching foreign languages. The expansion of international cooperation and international contacts require a deeper knowledge of a foreign language today.

All of the above significantly increases the prestige of the subject "a foreign language" as an educational discipline of the university. Here the concept of motivation brings to the forefront. Obviously, the problem of motivation in learning occurs in each subject, but it is, predominantly, acutely manifested in learning a foreign language. It is all about the specifics of a particular subject, which requires the presence of a student's particular background and communication skills. Often this causes certain difficulties and students' motivation disappears. Therefore, considering the motivation as the main driving force in learning a foreign language, we note that the motives are related to the subjective world of the person, determined by its internal motives. A man will be able to learn a foreign language only if he feels the need for it, then will be motivated.

Let's try to understand what a sphere of human motivation is and how it is characterized with learning activities. The concept of "motive" was interpreted by scholars differently: K. Vilyunas understands it as conditions of existence, G.A. Kovalev - moral and political

attitudes, and J. Godefroy - reason, according to which the subject must act. Anyway, most people concur that the motive is either the motivation or intent, or purpose. Therefore, this concept must be approached comprehensively, taking all possible aspects into account.

Now the types of motivation can be characterized, which take place in teaching, in particular, a foreign language. Together they make up the so-called learning motivation. Learning motivation is determined by a number of specific factors:

- Characteristics of the learner (gender, self-esteem, level of intellectual development)
- Characteristics of the teacher and their relationship to teaching
- The organization of the educational process
- The specificity of the subject (in this case a foreign language)

If to be based on the above factors, learning motivation can be divided into external and internal.

External motivation is not directly related to the content of the subject, but to external circumstances. Examples include:

- the motive to achieve is caused by the human's desire to achieve success and high results in any activities, including the study of a foreign language. For example, for the excellent marks, graduation, etc...;

- the motive of self-assertion - the desire to assert themselves, to get the approval of others. A person learns a foreign language to get a certain status in the society;

- the motive of identification - the human's desire to be like the other person, and to be closer to their idols and heroes (for example, to understand the lyrics of your favorite band);

- the motive of affiliation - the desire to communicate with others. A person can learn a foreign language to communicate with fellow foreigners;

- The motive of self-development - the desire for self-improvement. A foreign language serves as a means of spiritual enrichment and the common development of a man;

- the prosocial motive is associated with the realization of public interests of activities. A person studies a foreign language because he or she is aware of the social importance of teaching.

The inner motivation is not connected to external circumstances, but directly to the object itself. It is often called procedural motivation. A person likes a foreign language itself, likes to exercise their intellectual activity. The action of external motives (prestige, self-assertion, and so on) may enhance intrinsic motivation, but they are not directly related to the content and process of activities.

In addition, learning motivation can be divided into positive and negative. For example, the design "If I'm going to teach English, then I will do well on the exam" - is a positive motivation. The design "If I'm going to learn English, I will pass the exam, and I will not be dismissed" is negative.

All of these species and subspecies are the main motivating forces of human motivation in learning a foreign language. However, it should be remembered that if the motivation is too strong, the levels of activity and pressure increase, resulting in the deterioration of work efficiency. In this case, a high level of motivation causes unwanted emotional responses. It is necessary to find the optimum where the high performance coincides with the joy of learning a foreign language.

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THE IMPORTANCE OF USING TECHNOLOGIES IN LANGUAGE LEARNING

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Nowadays the role of technologies in the process of the learning languages are increasing day by day. Especially computer in each class gives great chance to learn language very fast and effectively

Computers have made a triumphal entry into education in the past decade, and only a dyed-in-the wool Luddite would deny that they have brought significant benefits to teachers and students alike. However, an uncritical use of computers can be just as disadvantageous to students as a refusal to have anything to do with them. In this article I discuss some of the ways that computers can be used in English language teaching, with a view to helping colleagues make the most of the opportunities they offer to ESL students.

It is helpful to think of the computer as having the following main roles in the language classroom:

- **teacher** - the computer teaches students new language
- **tester** - the computer tests students on language already learned
- **tool** - the computer assists students to do certain tasks
- **data source** - the computer provides students with the information they need to perform a particular task
- **communication facilitator** - the computer allows students to communicate with others in different locations

Computer as teacher. In the early days of computers and programmed learning, some students sat at a terminal for extended periods following an individualized learning program. Although we have come a long way from the rather naive thought, held by some at that time, that the computer could eventually come to replace the teacher, there has been a return to a much more sophisticated kind of computerized teaching using multimedia CD ROMS. In such programs, students can listen to dialogues or watch video clips. They can click on pictures to call up the names of the objects they see. They can speak into the microphone and immediately hear a recording of what they have said. The program can keep a record of their progress, e.g. the vocabulary learned, and offer remedial help if necessary. Many of these CD ROM programs are offered as complete language courses. They require students to spend hours on their own in front of the computer screen, usually attached to a microphone headset. For this reason alone I prefer not to use them in my language teaching. Another of their serious drawbacks, in my view, is the fact that in many cases the course content and sequence is fixed. The teacher has no chance to include materials that are of interest and importance to the particular students in his or her class.

As an alternative to large CD ROM packages, there is an increasing number of useful sites on the World Wide Web, where students can get instruction and practice in language skills such as reading, listening and writing.

Computer as a tester. The computer is very good at what is known as *drill and practice*; it will tirelessly present the learner with questions and announce if the answer is right or wrong. In its primitive manifestations in this particular role in language teaching, it has been rightly criticised. The main reason for the criticism is simple: many early drill and practice programs were very unsophisticated; either multiple-choice or demanding a single word answer. They were not programmed to accept varying input and the only feedback they gave was *Right* or *Wrong*. So for example, if the computer expected the answer "*does not*" and the student typed "*doesn't*" or " *doesnot*" or" *does not* ", she would have been told she was wrong without any further comment. It is not surprising that such programs gave computers a bad

name with many language teachers. Unfortunately, there are now very many of these primitive *drill and kill* programs flooding the Internet.

Despite their obvious disadvantages, such programs are nevertheless popular with many students. This is probably because the student is in full control, the computer is extremely patient and gives private, unthreatening feedback. Most programs also keep the score and have cute animations and sounds, which many students like.

There are some programs which do offer more useful feedback than right or wrong, or that can accept varying input. Such programs blur the role of the computer as teacher or tester and can be recommended to students who enjoy learning grammar or vocabulary in this way. If two or more students sit at the same computer, then they can generate a fair amount of authentic communication while discussing the answers together.

Computer as a tool. It is in this area that I think the computer has been an unequivocal success in language teaching. Spreadsheets, databases, presentation slide generators, concordancers and web page producers all have their place in the language classroom, particularly in one where the main curricular focus is task-based or project-work. But in my opinion, by far the most important role of the computer in the language classroom is its use as a writing tool. It has played a significant part in the introduction of the writing process, by allowing students easily to produce multiple drafts of the same piece of work.. Students with messy handwriting can now do a piece of work to be proud of, and those with poor spelling skills can, after sufficient training in using the spell check, produce a piece of writing largely free of spelling mistakes.

Computer as communication facilitator. The Internet is the principal medium by which students can communicate with others at a distance, (e.g. by e-mail or by participating in discussion forums). In fact at Frankfurt International School the single most popular use of computers by students in their free time is to write e-mails to their friends. Some teachers have set up joint projects with a school in another location and others encourage students to take part in discussion groups. There is no doubt that such activities are motivating for students and allow them to participate in many authentic language tasks. However, cautious teachers may wish to closely supervise their students' messages. Recent research has shown up the extremely primitive quality of much of the language used in electronic exchanges!

Computers in education have been disparaged as: *Answers in search of a problem.* And certainly many computer activities of dubious pedagogical value have been devised in the past simply to justify the existence of an expensive computer in the classroom. Nowadays, however, I think it is much more clearly understood that the computer can play a useful part in the language class only if the teacher first asks: *What is it that I want my students to learn today, and what is the best way for them to learn it?* In most cases, the answer will probably not involve the computer, but there will be occasions when the computer is the most suitable and, for the students, most enjoyable way to get the job done.

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ИЗ ОНЫТА НОСТРОЕНИЯ УЧЕБНОГО ПРОЦЕССА НА ОСНОВЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

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Одной из важных проблем, стоящих перед высшей школой, является повышение качества подготовки специалистов. Студент и выпускник высшего учебного заведения должен не только получать знания по предметам программы, овладеть умениями и навыками использования этих знаний, методами исследовательской работы, но и уметь самостоятельно приобретать новые научные сведения. В этой связи все большое значение приобретает самостоятельная работа студентов. Организация аудиторной и внеаудиторной самостоятельной работы в процессе обучения в вузе, формирование умений учебного труда является основой для послевузовского образования и дальнейшего повышения квалификации. Таким образом, в вузе студенты должны получить подготовку к последующему самообразованию, а средством достижения этой цели является самостоятельная работа.

Понятие «самостоятельная работа» многогранно, поэтому вполне естественно, что оно не получило единого толкования в педагогической литературе. Самостоятельная работа должна осуществляться студентами как познавательная деятельность, стать средствами воспитания таких личностных качеств, как самостоятельность, активность, формировать творческое отношение к воспринимаемой информации. Всё выше сказанное выдвигает определенные требования, как к качеству используемой профессиональной ориентированной литературы, так и к методической организации процесса обучения. Первое обеспечивается тщательным отбором текстового материала предназначенного для самостоятельного изучения. Второе включает формирование с помощью системы заданий и умений самостоятельной работы со специальной литературой, которое бы впоследствии стали основой для послевузовского самообразования и повышения квалификации специалиста. Предварительное изучения вопроса позволило выделить следующие умения:

- во - первых умения поиска источников информации, отбор нужной информации в одном или нескольких источниках, ориентация в рекомендуемых публикациях;

- во - вторых - умения смысловой переработки информации, содержащейся в интересующих студентов печатных материалах;

- в - третьих - умения письменной фиксации информации для ее последующего использования с помощью различных видов записи (план, реферат, аннотация). Для успешного функционирования всех перечисленных умений необходимо учитывать лингвистических фактор организации самостоятельной работы, характер литературы, которой пользуются обучаемые.

Особенности материалов, служащих предметом самостоятельной деятельности студентов неязыкового вуза, должны учитываться при составлении комплекса упражнений, формирующего умения самостоятельной работы. Следовательно, самостоятельная работа студентов со специальной литературой должна быть организованной, причем успешная организация, в том числе управление этой работой, будет зависеть в большей степени от учета психолого - педагогического и лингвистического факторов. Активная самостоятельная работа студентов возможна только при наличии серьезной и устойчивой мотивации. Самый сильный мотивирующий фактор - подготовка к дальнейшей эффективной профессиональной деятельности.

Рассмотрим внутренние факторы, способствующие активизации самостоятельной работы. Среди них можно выделить следующие:

1. Полезность выполняемой работы. Если студент знает, что результаты его работы будут использованы в методическом пособии, на практическом занятии, при подготовке научных публикаций, то отношение к выполнению задания существенно меняется в лучшую сторону и качество выполняемой работы возрастает. При этом важно психологически настроить студента, показать ему, как необходима выполняемая работа.

2. Участие студентов в творческой деятельности. Это может быть участие в научно-исследовательской или методической работе, проводимой на той или иной кафедре.

3. Важным мотивационным фактором является интенсивная педагогика. Она предполагает введение в учебный процесс активных методов, прежде всего игрового тренинга, в основе которого лежат инновационные игры.

4. Участие в олимпиадах по учебным дисциплинам, конкурсах научно исследовательских работ.

5. Использование мотивирующих факторов контроля знаний. Эти факторы при определенных условиях могут вызвать стремление состязательности, что само по себе является сильным мотивационным фактором самосовершенствования студента.

6. Поощрение студентов за успехи в учебе и творческой деятельности и санкции за плохую учебу.

7. Индивидуализация заданий, выполняемых как в аудитории, так и вне её , постоянное их обновление.

8. Мотивационным фактором в интенсивной учебной работе и, в первую очередь, самостоятельной является личность преподавателя. Преподаватель может быть примером для студента как профессионал, как творческая личность. Преподаватель может и должен помочь студенту раскрыть свой творческий потенциал, определить перспективы своего внутреннего роста.

9. Мотивация самостоятельной учебной деятельности может быть усилена при использовании такой формы организации учебного процесса, как «метод погружения». Этот метод позволяет интенсифицировать изучение материала.

Главное в стратегической линии организации самостоятельной работы студентов в вузе заключается не в оптимизации ее отдельных видов, а в создании условий высокой активности, самостоятельности и ответственности студентов в аудитории и вне ее в ходе всех видов учебной деятельности. Простейший путь - уменьшение числа аудиторных занятий в пользу самостоятельной работы - не решает проблемы повышения или даже сохранения на прежнем уровне качества образования, ибо снижение объемов аудиторной работы совсем не обязательно сопровождается реальным увеличением самостоятельной работы, которая может быть реализована в пассивном варианте.

В заключение отметим, что основная задача организации самостоятельной работы студентов заключается в создании психолого-дидактических условий развития интеллектуальной инициативы и мышления на занятиях любой формы. Цель самостоятельной работы студентов – научить студента осмысленно и самостоятельно работать сначала с учебным материалом, затем с научной информацией, заложить основы самоорганизации и самовоспитания с тем, чтобы привить умение в дальнейшем непрерывно повышать свою квалификацию.

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STUDY OF HYPONYMS IN THE UZBEK LANGUAGE

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Hyponyms in the Uzbek language have been studied by many linguists. But the first research work devoted to hyponymy in Uzbek has been done by R.Safarova[30] in which she considered and made survey

R.Safarova determined that by that time hyponymy in Uzbek has not been an object of research. The main purpose of this work was to identify lexical units which belong to one hyponymic relation, to show differences between hyponymy and synonymy, antonyms and homonyms. Hypero-hypotymic relations in Uzbek have been revealed by the author after thorough analysis of different units. This work considered systematic analysis of hyponyms in Uzbek in order to identify semantic groups.

According to the results of some other works which were devoted to the research of hyponymy in Uzbek, one can underline that this kind of relation can form a paradigm like synonyms and antonyms. Deeply study of hyponymy in Uzbek gave a chance to identify which word can be substituted in our speech, in translation and in making our written, oral speech colorful.

The main results of above-mentioned research work have been used in compiling textbooks and manuals on Semantics of Uzbek. Among other semantic relations it is too important to know and differentate hyponymy as one of the main semantic relations in Uzbek. Especially, we can denote that in learning foreign language it plays great role too. Because not only the other semantic categories are important but if we know type and sex of subject, animals and their paradigm, it would give us a chance to understand according to the context and also helps us to know differences between hyponym, hyperonym and co-hyponym.

Let's consider some results of the research work by R.Safarova. she considered the following three rows:

1. Predmet, o'simlik, - daraxt. 2. Maysa, buta – daraxt. 3. Daraxt – qayin, tol. (in English: 1. Subject, plant – tree. 2. Grass, bush – tree. 3. Tree – birch, poplar)

In these 3 rows we can differentiate 3 relations. In the first row can be identified hierarchic relation. It can be considered as type and sort relations, but the word predmet (subject) can not be connected with o'simlik (plant) and there is no association in speaker's cognition. At the same time, there is no association between these two words "o'simlik and daraxt".

The second row includes interrelated words, these words can express totally another meaning in different context and they are not connected with each other according to type and sort relations. And the third row contains types or sorts of tree, in which daraxt – tree can be noted as a hyperonym, qayin, tol (birch, poplar) are hyponyms. These two types of tree are co hyponyms. In this work have been analyzed many words in order to explain the meaning and role of this relation in Uzbek, In our opinion this work is one of the main research works devoted to hyponymy in Uzbek. R.Safarova gave a number of definitions to hyperonym which are very important in identification of this relation.[31]

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O'QUV ISHLANMALARIGA (MATERIALLARIGA) DOIR KO'RSATMALAR

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O'qish - chiimol, yo'nalishi aniq fanlar bo'lgan, ingliz tilida so'zlasha olmaydigan talaba uchun zarur bo'lgan eng muhim ko'nikmadir. O'qish jarayoniga yordam beradigan bunday qobiliyat, ko'nikma juda muhim vositadir. vaholanki o'qish ko'nikmalarisiz ingliz fakultetida tahsil oladigan talaba ta'lim olish davri mobaynida o'qishi kerak bo'lgan ulkan hajmdagi adabiyotlarning uddasidan chiqa olmaydi. Ammo, bu ko'nikmani rivojlantirish uchun foydalanilishi mumkin bo'lgan manbaalar ba'zi paytlarda tijoratda mavjud bo'lmaydi. Shuning uchun o'qituvchilar o'quvchilarning ehtiyojlarini qondirish uchun o'zlarining materiallarini (ishlanmalarini) tayyorlash bilan shug'ullanishlariga to'g'ri keladi. Ingliz tilida qiynaladigan ilm-fan sohasi talabalari uchun o'qish kursini rivojlantirish oson emas. Buning uchun o'quv ishlanmalarini rivojlantiruvchilar to'rt asosiy muammo bilan to'qnashadilar. Bular:

- Tinglovchilar guruhi tomonidan talab qilinadigan o'qishning murakkablik darajasini aniqlash uchun o'qishdan asosiy maqsadni belgilash.
- O'qib tushunishning kognitiv bosqichlari xususida qaror qabul qilish.
- Ham o'qituvchilar, ham talabalar uchun matnlarni o'qishning murakkablik darajasiga qarab tanlash.
- Matnning ahamiyatli hajmini belgilash.

Ko'pgina til mutaxassislari tomonidan uchta asosiy o'qish ko'nikmalari muhim deb tan olingan. Ya'ni, ko'z yugurtirib chiqish, ajratib o'qish (ko'zdan kechirish) hamda diqqat bilan o'rganib chiqish. Ko'z yugurtirib chiqish o'qishning shunday turiki, u birorta materialdan o'rin olgan ma'lum bir ma'lumot bo'lagini tezda qidirib topishni o'z ichiga oladi. Aks holda, ya'ni, o'quvchiga kerakli ma'lumot parchasi mavjud bo'lmasa, bu manbaaga nisbatan unda qiziqish bo'lmaydi. Matnning qay tarzda tashkil etilganligini bilish talabaga ma'lumotni tezda topish uchun katta yordam beradi. Ilmiy kitoblarning oxirida beriladigan indeks (ro'yxat) dan qanday qilib foydalanishni bilish ham talabaga kerakli ma'lumotni osonlik bilan topishga ko'maklashadi. Ma'lumotlarni ajratib olgan holda o'qish – ma'lum bir mavzu haqida umumiy g'oya, fikr bosil qilish uchun matnni tezda ko'zdan kechirishdir.

Masalan, yo'nalishi ilmiy aniq fanlar bo'lgan har qaysi talaba yangi tushunchalarning tanishtirilishini belgilaydigan sarlavhalarga, qo'shimcha sarlavhalarga yoki qalin yozuvdagi so'zlarga tezda e'tibor qaratadi. Ilmiy matnni ko'zdan nni to'laligich kechirish boshqa bir turdagi matnni ko'zdan kechirishdan tubdan farq qilishini ta'kidlash lozim. Ilmiy kitoblar turli xil joylashish tartibiga (maketga) ega bo'ladi va o'qishni barcha bosqichlarda osonroq qilish uchun ma'lum bir belgilangan uslublarga amal qiladi. Jumladan, ko'pgina ilmiy kitoblar asosiy fikrlar va qo'shimcha g'oyalarni belgilash uchun sarlavha va qo'shimcha sarlavhalardan foydalanadi. Ular, shuningdek, izchil bo'limlarga mos tarzda raqamlar tizimidan ham foydalanishadi. Misol uchun, sarlavha "Atomlar o'rtasidagi o'zaro bog'lanish" deb nomlangan va 10 raqami bilan belgilangan. Keyin esa bu sarlavha 10.1-molekulyar kislota; 10.2- makro-molekulyar jismlar; 10.3-metal jismlar kabi bir nechta bo'limlarga bo'lib chiqiladi. Ilmiy kitoblarning sxemasi hamda qanday tashkil etilganligi (tuzilishi) o'qib tushunishga yordam beradi. Matnni ko'zdan kechirish bosqichida shu kabi tashkiliy ishlar matn tarkibidagi bir nechta parchalarni o'qish orqali butun bir matnni to'liligicha anglash imkoniyatini beradi. Tezda ko'zdan kechirish (masalan, boblarni) - talaba asosiy g'oyalarni topish uchun dolzarb jumlani izlab, boblarni tezlik bilan o'qishi shart degan ma'noni anglatmaydi. Matn tuzilishini o'rganish hamda bo'limlarning sarlavhalarini, yaxlit ma'lumotlarni va xilma- xil rangdagi yozuvlarni qidirish orqali talaba matnda nazarda tutilgan asosiy g'oyaviy mazmun haqida aniq

fikrga ega bo'ladi. Boblarning oxirida beriladigan qoidalarni. yakuniy xulosalarni hamda qisqa mazmunli yakunlarni e'tiborga olish ham ushbu bosqichdagi o'qish tamoyillarini o'zlashtirishga yordam beradi. Ilmiy kitoblar tarkibi bo'yicha bir- biridan farq qilishlariga qaramay. ular. odatda, aynan bir tizimga ko'ra tuziladi. Masalan, biron bir tushuncha birinchi marta tushuntirilsa, u bosh harflarda. kursivda yoki quyuq yozuvli harflarda beriladi. Misollar esa ko'pincha turli xil ranglarda yoziladi. Nazariya va ta'riflar bo'lsa alohida shakllarda ko'rsatiladi. Ahamiyatli ko'nikmalar qatorida diqqat bilan o'qish ko'nikmasidan foydalanish birmuncha yaxshiroq. Sababi, matnni ko'z yugurtirib, ajratib olib o'qish mahorati talabaga umumiy ma'nonigina tanishtiradi. Diqqat bilan o'qishda esa ajratib olib o'qish jarayonida belgilangan eng muhim g'oya va tushunchalarni asoslab beradigan har bir tafsilotga urg'u beriladi. Shu kabi o'qish ko'nikmalarini rivojlantirish bosqichlarini o'zlashtirgandan so'ng, talabalar matnning muhitn jihatlarini ko'rsatadigan tashkiliy ko'rinishlarni yarata olishlari mumkin bo'ladi. Ilmiy uslub qisqa-lo'ndalik bilan ifodalanganligi va undagi tushunchalar o'zaro aloqador va ba'zan bir-birlariga tegishli bo'lgani uchun ilmiy matnlarda fikr,g'oyalarni o'qish, tushunish hamda ularni o'zaro bog'lash birmuncha murakkabroq bo'lishi mumkin. Shuning uchun tilning mavjud fikrga nisbatan qay darajada qo'llanilishini tushunib yetish juda zarur. Darhaqiqat, o'qish ko'nikmalarini o'zlashtirish bosqichlarida, xususan, diqqat bilan o'qish jarayonida matndagi yozuv uslubining turlari borasidagi bilim hamda uni rivojlantirish usullari ham juda muhim. Talaba o'zi o'qiyotgan matnning turini bilishi (masalan, fizik tavsif berilgan-fizika aniq fan,unga doir atamalar mavjud) unga ma'lumotlarni bog'lashiga va esda saqlashiga yordam beradi. O'qish mahoratini rivojlantirishning turli xil usullari ham katta yordam beradi. Jumladan, sabab-natija munosabatlari(birikmalar), namunaviy misollar, ta'riflash, taqqoslash usullari hamda ularni o'zaro bog'laydigan bog'lovchilar o'qib tushunishga yordam beradi hamda ta'lim jarayoniga ko'maklashadigan eslab qolish mohirligi sifatida namoyon bo'ladi. O'qish ko'nikmalari bevosita matnning turi hamda murakkablik darajasiga bog'liq. Tilni o'rganish va o'rgatish jarayoniga bo'lgan moyillik aniq ma'lumotlarga asoslangan ilmiy matnlar bilan bog'liq qiziqishning o'sishiga sabab bo'ldi. Ilmiy kitoblardan saralab olinadigan ushbu matnlar o'zida yuqorida muhokama qilingan o'qish mazmun-mohiyatini va tushunish darajalarini bekam-u ko'st mujassamlashtiradi. Shunga qaramay, bu kabi matnlar ham o'z o'rnida murakkablik darajasiga ega bo'lishi ehtimoldan holi emas. Boshqa so'z bilan aytganda, ilmiy matn mazmuni quyi darajada bo'la olmaydi. Oson ma'no-mazmun talabalarni intilishga,izlanishga bo'lgan faoliyatlaridan to'xtatadi. Misol uchun, kimyo, fizika, biologiya, axborot texnologiyalari, matematika kabi fanlarga doir darsliklarning boblari va bo'limlari talabga javob beradigan darajada(murakkabligi o'rtacha). Matn mavzularini tanlashga doir mezonlar talabalarning qiziqishlari va zaruriyatlaridan kelib chiqishi lozim. Bundan tashqari, har qanday o'qish kursining katta va muhim qismini tashkil etadigan lug'at boyligini alohida ta'kidlash muhim; zero u ham mavzu tanlashda zarur vazifani bajaradi. Bir qator ahamiyatli jihatlar qatorida matnning hajmini ham aytib o'tish maqsadga muvofiq. Matnning hajmi bevosita uning mavzusiga bog'liq. Tanlangan har qanday matn mavzu bilan to'la va tushunarli holda bog'liq bo'lishi kerak. Ilmiy matnlar o'quvchilarni matn parchalarida butun mazmunni, uning butun holatida esa parcha g'oyalarni ko'ra olishga,idrok qilishga imkoniyat beradi va o'zida asosiy o'qish ko'nikmalarini ifodalab beradi. Eng muhimi, shu kabi matnlar ilmiy mantiq yuritishga ta'sir ko'rsatadi va shuning uchun ham turli xil kognitiv bosqichlardagi yozma savollarga duch kelishganda ushbu qobiliyatdan to'liq foydalaniladi. Demak, o'qish kursining utnumiy rejasi quyidagi mezonlarga asoslangan holda ifodalanishi mumkin:

- Matn turlari va murakkablik darajalari;
- Kognitiv bosqichlar,ya'ni bilimga ega bo'lish, tushunish,idrok qilish, qo'llay olish, analiz-sintez qilish(tahlillash) hamda baholay olish;
- Matn mavzulari;

- Matn hajmi va manbaasi.

Men o'qish borasida aniq fanlar yo'nalishidagi, ingliz tilida so'zlasha olmaydigan talabalar uchun mo'ljallangan o'qib tushunish kursini tayyorlash jarayonidan avval yuzaga keladigan o'quv ishlanmalarini rivojlantirish bilan bo'gliq murakkabliklar kabi asosiy muammolarga biroz bo'lsa-da oydinlik kiritishga harakat qildim. Bundan tashqari, o'qish kursi uchun ishlangan manbaalar tayyor bo'lgunga qadar ta'kidlangan. bir qancha muhim tomonlarni aniqlab beradigan reja ustida ham to'xtalib o'tdim. Ushbu ko'rsatmalar talabalarga mos o'quv ishlanmalarini yaratishda foydali bo'lishi mumkin.

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TEACHING COMPLEX READING IN EFL CLASSES

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We know that reading is one of the most important skills while learning languages. Except this skill the learner has three more skills like listening, speaking and writing. Above mentioned four skills should be taught to students in a combined form, as they strongly connected with each other in learning English. We should mention that reading helps the learners to expand their vocabulary bases and to improve their comprehensions. So that, teaching reading is considered as one of the efficient tasks put forward by the teachers who are responsible for teaching foreign languages or the instructors those are busy with this activity at current time. Most of the methodologists devote their research works to this sphere, namely teaching reading in foreign languages classes.

Reading is considered by many to be the neglected aspect of language teaching. It is a shame that it is considered so. How has this come about? Many teachers focus on presenting and practicing language; they practice the skills of speaking and listening in class; they might set writing tasks for homework but where does reading come into the programme? It is easy to see how it can be neglected. However, it is essential for students to practice the skills of reading; they need to be introduced to and given opportunities to practice various sub-skills. If we give students the right sort of support to tackle a text in the classroom, we can hope that they will continue to do the same out of the classroom. Reading is a great source of language learning: language can be acquired from reading as opposed to studied directly. If overt study is preferred, structures and vocabulary can be seen in context and paragraph construction can be analyzed.

There is a great choice of texts for use in class: apart from textbooks and other EFL resource books, we can take texts from magazines, newspapers, the Internet, brochures, menus. The opportunities are endless. If we encourage reading in the classroom, we can expect students to continue doing the same long after they have stopped studying with us.

It is clear to everybody reading is one of the four skills for EFL students. Among them students sometimes find it difficult to deal with reading comprehension. That's why the first step to make this skill easier for students is choosing a text. Choosing an interesting text to use in class helps a lot. Giving interesting texts to read for information, as homework can help - as long as it doesn't begin to seem too much like work. A well-chosen - and well taught - class reader can help. Much of what about reading is based on studies contacted in English and alphabetic languages. The reason what I have chosen this topic, learning to read is an important educational goal. For both children and adults, the ability to read opens up new

worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading newspapers, job listings, instruction manuals, maps and so on. Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third and additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs.

Research has shown that there is a great deal of transfer form learning to read in one language to learning to read in a second language. The principles outlined below are based on studies of learners those learning to read in a second or foreign language. They deal with different aspects of reading that are important in the planning and design the instruction and materials. The practical applications are based on general learning principles, as well as on research. Briefly stated, these learning prineiples start with the learner in tnind. The type of learner will affect the type of method and materials to bo used. The context of learning is also important. For instance, students who are learning to read in a language different from their native language will also need to learn about the eulture of the second or foreign language. Because texts are written with a specific audience in mind, cultural knowledge is present in texts and it is assumed that the reader is familiar with such knowledge.

Both research and classroom practices support the use of a task- based reading approach in instruction. During my practice with the first year students I realized that complex reading make the students confused in case they have lack of awareness about the topic of the source. Because reading depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of complex texts. We know that a sound and effective beginning reading tnethod must incorporate a variety of activities in order to give children positive attitudes towards literacy, as well as knowledge, strategies and skills they need to be successful readers. Studies point to a number of instructional practices that can promote young children' literacy learning.

Another book "Teaching Reading Well" is published by International Reading Association in 2007 is devoted to main strategies of teaching reading. Experienced reading teachers design the reading components of their preparation programs around findings from research on how students become successful readers and how teachers support their learning. In this book has six foundational elements that teachers must use to produce profieient readers and that should be include in any systematic program of study:

- ***Foundation in research and theory*** - teachers tnust develop a thorough understanding of language and reading development as well as an understanding of learning theory and motivation in order to ground their instructional decision

- ***Word-level instructional strategies*** - Teachers must bo prepared to use multiple strategies for developing students' knowledge of word meanings and strategies for word identification. This includes the study of the phonemic basis for oral language, phonics instruction, and attention to syntax and semantics as support for word recognition and self-monitoring.

- ***Text-level comprehension strategies*** – Teachers must be prepared to teach multiple strategies that readers can use to construct meaning from text and to monitor their comprehension. They tnust understand the ways in which vocabulary (word meaning) and fluency instruction can support comprehension and develop the capacity for critical analysis of texts that considers multiple perspectives.

- ***Reading-writing connections*** – Teachers must be prepared to teach strategies that connect writing to the reading of literary and information texts as a support for comprehension. This includes attention to teaching conventions of writing.

- ***Instructional approaches and materials***- Teachers must be prepared to use a variety of instructional strategies and materials selectively, appropriately, flexibly.

- ***Assessment*** –Teachers must be prepared to use appropriate assessment techniques to support responsive instructional decision making and reflection.

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SIMILARITIES AND DIFFERENCES BETWEEN ONE-WAY AND INTERACTIVE LISTENING

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Cognitive processing is fundamental to the listening process, regardless of context. Listeners engaged in one-way listening or interactive listening events use top-down and bottom-up processing and, concurrently, engage in perception, parsing, and utilization to understand what their interlocutor is saying. In both contexts they use metacognitive knowledge to control these processes as efficiently as possible.

While they are processing what their interlocutor is saying, listeners involved in interactive listening access the same knowledge sources as in one-way listening. They draw on their mental lexicon for the linguistic knowledge necessary to parse the input, and on their bank of prior, pragmatic, and discourse knowledge to interpret the overall intended meaning of their interlocutor within the context of the interaction.

Although one-way and interactive listening share many characteristics, they are also different in important ways. First, in interactive listening, speaker and listener share a common communicative goal, listening con-text, or life experience. Second, interactive listeners have the opportunity to act in the dual role of listener and speaker: they can clarify meaning or ask their interlocutor to slow down or repeat what was said. In this regard, a number of reception strategies are available to listeners to facilitate listening in these contexts. This makes interactive listening less demanding.

On the other hand, there are factors in interactive listening that can make it equally more demanding. First, listeners in these contexts are expected to reply: they must prepare and formulate a response as they process the speech of their interlocutor. This adds significantly to the cognitive load, because they must begin to formulate a response while at the same time attending to the speaker's message. Second, depending on the relationship between a listener and interlocutor, the social and affective demands of the listening task may be very high, thereby constraining working memory resources. We will now consider separately the role of each of these factors in L2 listening competence.

Context plays a greater role in interactive listening than in one-way listening. Whether the context is formal or informal, listeners in interactive situations often have a common communicative goal that facilitates interpretation: e.g., the job description, the applicant's curriculum vitae, and the job interview protocol between the job applicant and the interviewer; the "script" for selling or buying shoes shared by the salesperson and the customer; or the common life experiences and assumptions shared by friends in conversation. In each of these situations, the context provides the backdrop against which (1) to predict information heard, question-types used, routines followed, or, in the case of conversation between friends, to

assume common understandings without stating things explicitly, and (2) to monitor interpretation as the interaction unfolds. The highly contextualized nature of each of these interactive situations will facilitate perception and parsing, because potential word candidates will be more quickly activated and connections between words made more quickly, allowing listeners to process the interlocutor's utterances more efficiently. At the same time, listeners use their metacognitive knowledge to guide their predictions and to monitor their comprehension for congruence with their expectations. When they are confronted with something unexpected and are unable to resolve the comprehension problem internally, or simply do not understand, listeners can intervene and ask their interlocutor to clarify, repeat, or speak more slowly. The possibility to clarify and/or verify meaning is probably the greatest benefit for L2 listeners in interactive listening. They can he provided with strategies to become good listeners and to intervene appropriately.

In a classroom study on interactive listening strategies used by students during seminar discussions, Lynch (1995) observed two broad categories. The first includes old information questions for clarification of an earlier comprehension difficulty—responses characterized by a backward orientation. The second includes new information questions or receipt tokens that carry the discourse forward or ask the interlocutor to elaborate further—responses characterized by a forward orientation. Table 2.2 highlights a number of interactive listening strategies identified through research with L2 listeners engaged in interactive tasks (Dornyei & Kormos, 1998; Rost & Ross, 1991; Vandergrift, 1997b). Evidence for these strategies was corroborated in subsequent studies (Farrell & Mallard, 2006; Vandergriff, 2006).Listeners either ask for outright repetition, rephrasing, or simplification of preceding utterance, or indicate nonunderstanding in non-verbal ways.

Listeners ask a question referring to a specific word, term, or fragment that was not understood in the previous utterance. Listeners ask specific questions about facts in the preceding utterance to verify that they have understood and/or what they are expected to do. Listeners use kinesics and verbal or non-verbal signals to indicate to their interlocutor to continue and that they understand. Listeners overtly indicate current understanding by asking questions using previously understood information. Listeners send uptaking signals or non-committal responses in order to avoid seeking clarification and admitting to their interlocutor that they have not understood.

The first three strategies describe the efforts employed by listeners to clarify understanding of an earlier difficulty. When they do not understand, cannot hear, or are uncertain about what they have heard, listeners can use a global reprise such as "Pardon?" They can also ask their interlocutors to repeat what they have said, or they can convey non comprehension through some voluntary or involuntary non-verbal signal such as a confused look. The first two signals are explicit requests for help, while the third, more subtle signal may or may not be picked up by the interlocutor. On a less global level of misunderstanding, when listeners have not understood a particular word or fragment that appears to be key to understanding the message, they can use a specific reprise: that is, ask for clarification by pointing out the word or fragment that is not understood. Finally, to ensure that they have understood correctly, listeners can seek clarification through a process of hypothesis testing. They can ask a specific question about what their interlocutor has just said to confirm that they have understood and/or know what they are expected to do. With the help of these kinds of strategies, listeners signal their need for confirmation or clarification, prompting their interlocutor to confirm or clarify comprehension and then move the interaction forward.

When listeners clarify or verify comprehension, they are engaged in meaning negotiation. By signalling comprehension difficulties to their interlocutor, listeners solicit further language input. The interlocutor responds by repeating or restating the message in a different way, thereby tailoring the language input to a level comprehensible to the listener. If

the restated information is still not adequately understood for the interaction to move forward. both interlocutors can continue to negotiate meaning until an adequate level of comprehension has been realized. Besides allowing interaction to move forward between interlocutors at different levels of proficiency, reception strategies have the potential for providing comprehensible input to language learners, particularly the less proficient learner. When listeners have the opportunity to negotiate meaning. language input can be made comprehensible to them at their current level of understanding.

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THE PROBLEMS OF ESP LEARNERS IN THE PROCESS OF LEARNING LANGUAGES

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Learning language is one of the important step for ESP learners. They are demanded to work hard on their language as the same time they should know their specialty. In order fasten learning process many professors are doing research work. However, there are still some problems in learning process for ESP learners.

The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world instead, it is integrated into a subject matter area important to the learners.

However, ESL and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the

English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster.

The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts.

A teacher that already has experience in teaching English as a Second Language (ESL), can exploit her background in language teaching. She should recognize the ways in which her teaching skills can he adapted for the teaching of English for Specific Purposes. Moreover, she will need to look for content specialists for help in designing appropriate lessons in the subject matter field she is teaching.

As an ESP teacher, you must play many roles. You may be asked to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate student s progress.

You arrange the conditions for learning in the classroom and set long-term goals and short-term objectives for students achievement. Your knowledge of students' potential is central in designing a syllabus with realistic goals that takes into account the students' concern in the learning situation.

Your skills for communication and mediation create the classroom atmosphere. Students acquire language when they have opportunities to use the language in interaction with other speakers. Being their teacher, you may be the only English speaking person available to students, and although your time with any of them is limited, you can structure effective communication skills in the classroom. In order to do so, in your interactions with students try to listen carefully to what they are saying and give your understanding or misunderstanding back at them through your replies. Good language learners are also great risk-takers, since they must make many errors in order to succeed: however, in ESP classes, they are handicapped because they are unable to use their native language competence to present themselves as well-informed adults. That s why the teacher should create an atmosphere in the language classroom which supports the students. Learners must be self-confident in order to communicate, and you have the responsibility to help build the learner's confidence.

The teacher is a resource that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. You will serve as a source of information to the students about how they are progressing in their language learning.

Learners in the ESP classes are generally aware of the purposes for which they will need to use English. Having already oriented their education toward a specific field, they see their English training as complementing this orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In such way, the learners can take advantage of what they already know about the subject matter to learn English.

Adults must work harder than children in order to learn a new language, but the learning skills they bring to the task permit them to learn faster and more efficiently. The skills they have already developed in using their native languages will make learning English easier.

Although you will be working with students whose English will probably be quite limited, the language learning abilities of the adult in the ESP classroom are potentially immense. Educated adults are continually learning new language behaviour in their native languages, since language learning continues naturally throughout our lives. They are

constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behaviour to new situations or new roles. ESP students can exploit these innate competencies in learning English

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A COGNITIVE MODEL OF LISTENING COMPREHENSION

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Models are helpful to account for what we know about a construct, provide a coherent explanation for how the parts work together, and provide a springboard for further research on the construct. Given our interest in synthesizing information and establishing some central claims about L2 listening, we are opting for a descriptive model, whose goal is to "synthesize the most important evidence in order to explain, in accessible terms, how a cognitive process works" (Grabe, 2009, p. 84). A descriptive model that can explain "how a cognitive process works" will he helpful for teachers. When teachers better understand the nature of listening comprehension, suggests Buck (1995), they can better provide optimum listening practice for their learners.

We are proposing a model for listening comprehension that builds on a model of speech production, mirrored by a comprehension processing side, developed by Levelt (1989, 1993. 1995). Developed to describe the unilingual speaker, this "blueprint" outlines how communicative intentions are formulated into actual speech by passing through a number of processing components that tap into different knowledge sources. There are several good reasons for adopting and fleshing out the Levelt model. First, the speaking side of the model is based on several decades of psychotinguistic research, a wealth of empirical data obtained through experimental research, and the observation of speech errors (e.g., Levelt, 1995), and neural research (e.g., Hagoort & Levelt, 2009). Second, it is not restricted to parts of the production process: its strength lies in the integration of the different parts (de Bot, 1992). Third, the speaking side is mirrored by a comprehension side (to account for self-monitoring of speech), and thereby integrates production and reception of speech into one comprehensive system (Dornyei & Kormos, 1998). This makes the model particularly useful to describe listening in both one-way and two-way (interactive) listening contexts. This is only a working model because, currently, there is no comprehensive theory that fully explains either the production or comprehension sides. Furthermore, this model is limited to the cognitive dimension of listening. There are also a number of important affective factors (e.g., motivation) that affect cognitive processing as listeners attempt to understand messages in various social contexts. A fully comprehensive model of L2 listening, therefore, will also have to account for the affective dimension of listening. In the interim, the Levelt model is a useful heuristic for visualizing and describing the cognitive processing components involved in listening comprehension, the knowledge sources, and their interactions.

Our explanation of listening comprehension begins with a brief overview of the production side of the model. We will then elaborate the comprehension side to incorporate the information about cognitive processing and knowledge sources discussed in the previous chapter. The processing components and their interactions will be further elaborated, using the cognitive framework posited by Anderson (1995) and the construct of metacognition.

Monitoring Speech although level was primarily interested in explaining the ability to speak, the monitoring loops, for purposes of checking both pre-verbalized and verbalized speech, make this model useful as a descriptive model for synthesizing the major processes in L2 listening comprehension. As seen at the lower end of Figure 3.1, speakers can monitor their own speech at two points in the process: as inner speech, after the thought has been grammatically and phonologically formulated, and as overt speech, after actual verbalization of the formulated thought (via the articulator). Level wanted his model to account for what happens as speakers listen to their own speech for monitoring purposes. He hypothesized three components on the comprehension side for processing the emerging communicative intention: an acoustic-phonetic processor, a parser, and a conceptualizer. These processing components mirror those on the production side and tap into the same knowledge sources as those accessed by speakers (except for the syllab because this is involved only in speech). We will examine these processing components and their interactions in greater detail, relating them to the cognitive processes posited by Anderson (1995). These cognitive processes, perception, parsing, and utilization have been inserted into the schematic representation on the right side of the corresponding processing component.

Utilization in listening involves creating a mental representation of what is retained by the perception and parsing processes and linking this to existing knowledge stored in long-term memory (Anderson, 1995). This cognitive activity occurs in the conceptualizer, the processing component (top of Figure 3.1) shared by both the ptoduction and comprehension processes. Utilization is top-down in nature. During this phase of processing, the derived meaning from the parsed speech is monitored against the context of the message, what the listener knows about the speaker, the tone used to convey the message, and any other relevant information available to the listener, in order to interpret the intended meaning of the speaker or text. Elaboration of the intended meaning, described by Level as discourse processing, is similar to what Anderson calls utilization. It can occur at a micro level (at the level of the utterance or a part of that utterance) or at a macro level (the meaning of an entire text or the ensemble of utterances that form a conversation). By applying prior, pragmatic, and discourse knowledge, for example, listeners enrich the meaning of the text or the utterances of their interlocutor. Interpretation adds to the emerging representation of the aural text or co-text (see below) in memory, based on everything that has been comprehended so far. Level calls this product the "inferred intention" to parallel the "communicative intention" of the speaker or text.

Metacognition as listeners process incoming input, they regulate the cognitive processes by using their metacognitive knowledge. The degree of conscious control of the process will vary with listener language proficiency. Metacognition involves planning (e.g., anticipating), monitoring (e.g., checking the accuracy of anticipations), problem-solving (e.g., repairing inaccurate comprehension), and evaluating (e.g., verifying overall comprehension, ideas, and performance). When listeners exercise metacognitive awareness and knowledge about L2 listening, they are able to orchestrate the cognitive processes more efficiently and effectively. In Figure 3.1, metacognition is portrayed by the bracketed line on the far right. The regulatory role of metacognition will he further elaborated.

Parallel Processing the cognitive processes described earlier do not occur in a linear fashion. As output from each component of the model is passed on for processing or sent back for further processing, new incoming aural input is processed and informed by the results of earlier and ongoing cognitive processing. In Figure 3.1, the continued exchange of information, through top-down and bottom-up processing, is suggested by the bi-directional lines between the processing components (parser and conceptualizer) of the model.

This paper includes a comprehensive review of the current literature on word activation in L2 listening and a classroom study on decoding problems experienced by Japanese learners

of English while listening to authentic videotext. Common decoding errors are noted and remedial action proposed.

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THE SIGNIFICANCE OF AUTHENTIC MATERIALS IN EFL CLASSES

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These days, teaching foreign languages is becoming an important issue. The ways and techniques of teaching languages are acquiring new forms in order to achieve wanted and guaranteed results. Here as the most teachable language can be English language. It is getting more and more popularity through countries. Learners are more exacting to new methods and techniques in teaching English. At the same time with teaching language, preparing students for real life situations is considered to be significant task of the EFL teachers. Therefore, teachers need to adopt effective teaching materials, in order to help their students learn English better, as well as prepare them to communicate with the outside world. And this paper illustrates many different ways of using authentic materials in EFL classes.

Before moving on with the main idea, some view point of linguists on using authentic materials in classes should be mantioned. Nuttall (1996)maintains that "authentic texts can be motivating because they are proof that the language is used for real-life purpose by real people." Bacon and Finnemann (1990: 459), say that teachers need to "find ways and means of exploiting authentic materials in classroom instructions." Others thinks, if students are willing to use English language sufficiently, they must be exposed to the language, exactly as it is used in real life situations by native speakers. Widdowson (1990) and Harmer (2001) utilize the terms —authentic and —non-authentic to distinguish between the two, but the point is not in the language materials themselves but rather on their outcomes and their effectiveness.

Researchers such as, Lee (1995), Little, Devitt & Singleton (1988) and Shei, (2001) claim that when authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. In contrast to the design of the text books, authentic materials are intrinsically more active, interesting and stimulating.

So, authentic texts will bring them closer to the target language culture, and therefore this will result in learners making the learning process overall an even more enjoyable and thus, motivating.

First of all, using authentic materials in teaching English language in ESL classes, gained much attention from teachers. Moreover, nowadays there are a lot of voices suggesting that English language presented to the learners in the classroom, should be authentic in order to enhance learners' learning process. There are many references to authentic materials in ELT literature. Debates are still raging on why they should or not be included in lessons, and how they are to be used or best exploited. Reading such literature, it is clear that those authors who support the use of authentic material have one idea in common: 'exposure', or in other words, the benefit students get from being — exposedl to the language in authentic materiais. Actually there are a lot of linguists. who encourage the use of authentic materials in teaching because of their positive effects on learners.

How to choose authentic materials for EFL classes?

Many important points can be considered while choosing authentic materials. One of these points can be paying attention to the dates of authentic materials. While choosing newspapers or magazines teachers should be aware of their publish date. Nevertheless, if teacher wants to use only one article about general topic , the date can't be important anymore. At the same time, students are not interested last month's in financial news, remember they might he already informed through other sources. Notice, students' level should be appropriate to your authentic material. In other case it can make some difficulties while using it.

According to McGrath (2002) there are eight criteria to be considered when choosing appropriate authentic texts. These are:

1) Relevance to course book and learners' needs;
2) Topic interest;
3) Cultural fitness;
4) Logistical considerations;
5) Cognitive demands;
6) Linguistic demands;
7) Quality;
8) Exploitability;

There are three main criteria used to choose and access texts to be used in the classroom: "suitability of the content, exploitability and readability." (Nuttal, in Sacha n.d.) Suitability is considered as the most important one, because it means that reading materials must arouse the learners' interest, meet their needs and motivate them. Exploitability stands for the way in which the text is used to develop the reading competence of learners, while readability refers to the difficulty and complexity of a text. The reading text must not contain too difficult or demanding words and structures, It must also suit the learners' level of English.

Ultimately, the purpose of learning a foreign language is to be able to benefit from using it in the real world, in real situations. Therefore, most of the language teachers think whether it is enough to teach the language using the course book tasks , which are regarded artificial because they are designed for teaching purposes only, or if they should adopt using authentic materials to scaffold learners' learning process in general and develop reading skills in particular. Therefore, when teachers are concerned with helping their students to develop reading skills, they should think about the methods of teaching being used and materials being taught to students. Reading tasks should provide learners with a high level of independence when reading in a foreign language in a real life context, which in turn means, using actual authentic materials.

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STRATEGIES OF DEVELOPING AUTONOMOUS LEARNING

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XXI century is technological age. That's why people can find and try themselves any information or any products without any problem as an individual. As for our country is one of the developed countries. For in the space of example: in science, education, sport, art and other things. Especially education system is always paid attention in Uzbekistan and is being developed at each stage of education learning foreign languages. We know that English language has a great importance as a world language. So every youth is learning deeply English language is Considered as grammar improve as a world language in Uzbekistan. In recent years plenty of innovation systems are implemented for the sake of better English learning. There is a change in the view of language learning from set of rules to be transmitted to learners from teachers to a process in which the learner takes more responsibility in learning. By doing this, the learner becomes autonomous in language learning. Learning English during class sessions only is not sufficient. Language learning is too complex and varied to be dealt with in two or three sessions a week only. Learning a language needs staying in touch with language outside classroom settings because: 'not everything can be taught in class'. So pupils have to do self-study tasks outside school for strengthening their abilities in reading, writing, listening and speaking in English. Homework is one of the best ways for promoting learner autonomy in the secondary education. Learners find themselves in front of a problem to be solved individually without teacher's guidance or assistance. In fact, through this task students can develop a sense of independence in English learning. Instead of being at the centre of the learning process, the teacher was expected to play a more subsidiary role for facilitating and supporting learning. The learners took over at the centre, where they were expected to make decisions in directing their own learning. When teacher explicitly teaches learning strategies, teacher shares responsibility for the students' learning with the students themselves. The student takes on greater responsibility for their own learning and gain greater independence. It is characterized by a focus on how students learn, explicit instruction in learning strategies, explicit goal setting by students self-evaluation. In a classroom that incorporates learning strategies instruction, the teacher and the students attend to the learning process and consider how to improve it. In a learner- cousidered classroom, both the teacher and the students must share the responsibility of learning. Both must believe that by focusing on learning strategies, learning will be enhanced. Learning strategies instruction requires a learner-centered approach to teaching. Giving students the opportunity to set their own personal goals help them invest in learning and is a step towards creating a learner- centered classroom. Defining and practicing how to set goals will also help students distinguish between long and short-term goals. Whereas long-term goals help us feel a growing sense of accomplishment. One useful activity is to have students brainstorm their personal goals. Autonomy learners have to do with developing and the ability of check and monitor their quality of interpretation performance. The theory of Jonathan Stock who is a professor that is very important and relevant to my research study because he reminds that there exist three categories included in learning autonomy. Those categories are motivational. cognitive and social.

The first category proposes that factors related with self directed learning reflect students self efficacy, pereeption of control, task interest, perceived task valuable and effective responses to the learning environment.

The second category is cognitive. It refers to the ability the student has to recognize his own needs. moreover the student is able to develop strategies for planning, monitoring. and adapting learning process. At this point when students are learning to recognize the elements

of the periodic table. For example. they can use thinking maps which are designed for the different learning styles.

Finally the last category is social. It makes reference to the environment factors that affects students learning, some of those are; peer interaction, physical space and recourses, beliefs and motivation. For instance: peer interaction because most of the time students needed to be approved for their classmates, every so often it affects in autonomy. It brings to my mind a student who try to do an extra activity for learning the meaning of some words, as a result of that her classmates are laughing at her because according to them she is nerd. In this case she is trying to learn different things outside the class, but her classmates 'killed' the need of learning. It is important to show students the importance at the boginning to encourage them in order to keep feeling of autonomy.

Tied to setting personal goals is the self-assessment of progress. In traditional classrooms, students expect the teacher to evaluate them. They therefore, tend to look outside themselves to determine progress. The terms 'self- access learning', 'independent learning' and autonomous learning' have become popular at different times in the past few decades. Their level of popularity somehow indicates the different stages of development concerning the factors which impact how learners take charge of their own learning. In recent years, there has been a tendency to use the terms 'independent learning' and 'self- access learning, in place of 'self- access learning' as emphasis goes beyond the access and provision of resources to cover more intricate relationships between the learners and the learning processes. Although 'independence' seems to be quite similar in meaning to 'autonomy '. There is no consensus on the concept of autonomy in education. It is a multifaceted concept whose meaning has been discussed from many perspectives. In order to facilitate and motivate students in process, experiments on the students especially in improving students' learning competence such as making weekly learning plan, cooperative learning were conducted in the teaching and learning process. Learner's motivation is one of the internal factors which affect the learner's performance. Studies suggest that autonomous learning is closely related to learner's motivation.

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ИННОВАЦИОН ТАЪЛИМ ТЕХНОЛОГИЯЛАРИНИНГ ЧЕТ ТИЛИ ЎКИТИШ СИФАТИНИ ОШИРИШДАГИ РОЛИ

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XX асрда Европа ва Америкада таълим соҳасида ислоҳотлар ўтказилишига ижобий таъсир кўрсатган машҳур методолог – педагог олим Джон Дьюининг фикрича, ўрганувчини тезда уиутиладиган ҳар хил фактларни ёдда саклашга мажбурлаш бефойда. Билим даргоҳи талабага фикрлаш жараёни ва маҳоратини ўргатиши лозим. Ушбу таълимотга таяниб, ҳозирда ривожланган мамлакатларда талабаларга билим беришда коммуникатив методдаи фойдаланишга алоҳида эътибор каратилаётганлигини кузатиш мумкии.

Коммуникатив методии жорий килиш синфлари одатнй дарс ўтнладиган хоналар эмас, балки ўкитувчи ва талабалар учун фикрлаш, мушоҳада юритиш жойига. мазмунли ва мақсадли ўрганиш масканига, талабалар онгининг ривожланиш боскичларини

белгилаш нукталарига, турлича ёндашувлар ва карама – карши фикрларнинг мужассамлашуви маконига айлантиради. Зеро, "таълимнинг асосий максади танкидий фикрлайдиган махаллий, керак бўлса халкаро микёсидаги мавжуд муаммоларнинг ечимини топишга илмий нуктаи назардан ёндашадиган ёшларни тарбиялашдан иборат".

Коммуникатив тид ўргатиш методи, бу хорижий тилларни ўргатишда янгича ёндашув бўлиб, у устувор максадга эришишни таъминдашда мухим восита сифатида алохида ахамият касб этади.

Бу методни хорижий тилларни ўргатишга коммуникатив ёндашув деб хам аташ мумкин. Коммуникатив усулнинг тил ўргатишнинг аудиодингвуал ва ўкитиб ўрганиш методлари билан ўзаро богликлигига эътибор каратишимиз лозим.

Аудио – лингвуал усулда талабалар ДВД дискига ёзилган маълум бир мавзудаги диалогни кайта – кайта тингаш оркали ўрганилаётган тилда сўзларни тўгри талаффуз килишга одатланишади. "Лекин тил ўрганиш бу кайсидир харакатни бажаришга одатланнш эмас. Тил ўрганиш инновация, гапларни мавхумдаштириш ва чалкаштиришдан холи тарзда янгича шакллантиришни ўрганиш жараёни эканлиги билан характерлидир. Шундай экаи, коммуникатив усуд хорижий тилларни ўргатишда энг макбул ва сермахсул методдир". Ўкитиб ўрганиш усули хозирги Европа давлатларида энг кенг ва оммалашиб бораётган усуддир.

Бунда талабалар ўкитувчи ролини ижро этади ва бир – бирлари билан маълумот алмашиш оркали ўз билимларини кеигайтириб борадилар. Коммуникатив усул хам талабаларга ўрганилаётган тидда турли мавзударда ва жойларда мулокот килишни ўрганишда самаралирок эканлиги бидан ажралиб турали.

Коммуникатив усул белгиланган катор аудитория машгулотларидан иборат ўкитиш методи эмас, балки ўкитишга хар томонлама кенгрок ёидашувлиги билан характерлидир. Ушбу усулда ўкитиш амалиёти талабаларнинг мулокот иктидорини оширишга каратилган.

Коммуникатив методдан фойдаланишиинг тил ўкитишда катор афзалликлари бор:

Биринчидан талабалар кийин матиларга дуч келиб колганларида бир – бирдаридан кўмак олишлари мумкин бўлади. Талабаларни жуфтлаш оркали уларга матнни тушунишларн енгил бўлиши учун мулохазаларини умумлаштириш, муаммоларини хал килиш, ўз фикрларини ёки жумлаларни баён килнш малакаларини яхшилаш, мувафаккиятларни бирга бахам кўрнш ва бир – бирдарнни ўзаро тушуниш имкониятларини яратади.

Иккинчидан, хорижий тил ўрганаётган талабалар нисбатан мураккаб матнлар билан ишлаётганларида хамма биргаликда топшнрик билан машгул бўладн ва талабалар тушунганларини ўз сўзлари билан ифодалаб беришга интилишади.

Учинчидан, талабаларга ўрганилаётган тилда диалоглар тузиш ва бир – бирларига ахборот бернш кўникмалари хосил бўлади.

Тўртинчидан, бу усуд талабалардан ўрганилаётган матн устида жиддийрок ишлашни талаб киладн. Бундан ташкари талабалар бир – бирларини диккат билан тнглашга ва ўз синфларида ўрганишга ўргатишга масъудлик хиссини кучайтиради.

Бешинчидан, жуфтликларга матнни таксимлаб бернлиши бир бутун мазмунни баён килишлари учун гурухдаги хамма талабаларда кетма * кетликда ўз нуткдари билан иштирок этишнинг турли имкониятлари пайдо бўлади. Ўз навбатида ўкитувчи талабаларни канчалик равшан ёки янгиликни тушунганликларини бахолайди.

Бугунги талаба назарий коидалар, грамматик билимлар ортида реал хаёт борлигини хис килнш зарур. Талабалар ўз билим салохияти билан бир – биридан фарк килади. Шунинг учуи хам талабаларда мантикий фикр юритишдан олдин мотивацияни вужудга келтириш талаб этилади. Бунинг учуи талабалар учун дарс жараёии окилона ташкил килиниши ўкитувчи гомонидан талабаларнинг кизикиши ортиб, уларнинг

таълим жараёнида фаоллиги рағбатлантириб турилиши. ўқув материалларини кичик бўлакларга бўлиб, уларни мазмунини ортишда бахс мунозара, фаоллик, кичик гурухларда ишлаш, тадкикот, ролли ўйинлар методларини қўллаш, ранг – баранг кизиктирувчи мисолларни келтириш усулларидан фойдаланиш зарур.

Чет тили дарси жараёнида замонавий педагогик технологиялардан унумли фойдаланиш талабани тилга бўлган қизиқишни янада оширади ва уларнинг тил соҳасида билим, кўникма ва малакаларини юкори бўлишга олиб келади.

Замонавий технология – шаклига кўра: эркин таълим, ноанъанавий машғулот ва фаоллаштириш; услубига кўра: изланиш, муаммоли вазиятларни хал этиш, мустакил ижодий эркин фикрлашдир.

Педагогик технологияларнинг ўзига хос жиҳатлари шундан иборатки, унда ўқув мақсадларга эришишни кафолатлайдиган ўқув жараёни лойиҳалаштирилади ва амалга оширилади. Таълим - тарбия мақсади ва вазифалари шундан белгиланиши лозимки, унда умумий жамият ўқув мақсадлари ва ҳар бир боскичларнинг аник максади ва вазифалари муштарак боғлнклигини таъминлаш лозим.

БОШЛАНҒИЧ СИНФЛАРДА ИИГЛИЗ ТИЛИ ЎРГАТИШГА ЙЎНАЛТИРИЛГАН САМАРАЛИ ТЕХНОЛОГИЯЛАР

Алимова К.Т
ЎзПФИТИ кичик илмий ходими

Ўкитувчиларнинг дарс жараённда ўйинлардан фойдаланиши ҳар бир ўқувчиларнинг шахсий имкониятларини билншга, ўзаро ижобий муносабатларни йўлга қўйишга, ўқувчининг фанга нисбатан қизиқишини кучайтиришга, берилган мавзуни ўқувчи онгига етказиб бериш учун ёрдам беради. Ўкитувчилар бириичи ўринда ўйинларни билим бериш ва тарбиявнй жараён сифатида кўришади. Ўкитувчиннинг ўзи ўйналаётган ўйиннни жиддий қабул қилиши ва самарадорлигига ишонишн керак. Шундагина у кераклн иатижаларга эришиши мумкин. Ўйиннинг самарадорлигини ошириш ва уига ўқувчиларнинг қизиқишини кучайтириш учун, ўйин жараёнида турли предметлардан фойдаланиш муҳнм. Ўкитувчи дарс жараёнида фойдаланишни мўлжаллаган ўйиннинг ташкиллаштириш ва қўллаш учун куйидаги алгоритмга риоя қилиши лознм:

- *ўқувчиларни таништириш ёки мустаҳкамлаш учун дарс мавзуси ва материални танлаш;*
- *дарсда амалиёт учун мўлжалланган кўникмаларни танлаш;*
- *ўйин шаклидаги фаолият ёрдамида ечилиши керак бўлган педагогик вазифани танлаш;*
- *дарс давомида ўйин жараёнини ва жойини режалаштириш;*
- *ўйин учун керак бўладиган предметларни тайёрлаш.*

Ўйиилярни методик ишлаб чикарилаётганда ўкитувчи қуйидаги мақсадларни ўз олдига кўйиши лозим:

- *дарсни ноодатий ташкиллаштириш орқали ўқувчиларнинг чет тилини ўрганишга бўлган қизиқишларини кучайтириш;*
- *грамматик, лексик ва мамлакатларни ўрганувчи материалларни ўрганиш жараёнини осон ва самарали қилиш;*
- *ўқувчиларнинг ўқув-билиш компетенциясини ва ижодий қобилиятларини ривожлантиришга ёрдам бериш.*

Қўйилган мақсадларга эришиш учун қуйидаги вазифалар бажарилиши лозим:

- ***илмни ошириш-***ўқувчиларнинг чет тилини ўрганишга бўлган қизиқишни ўрганилаётган мамлакат ҳақидаги билимларни ошириш;
- ***ривожлантириш-***хотира, фикрлаш, тасаввурни ривожлантириш;
- ***тарбиялаш-***ўрганилаётган мамлакат маданиятига нисбатан илиқ муносабатни шакллантириш .

Бошлангич синфларда ўқитувчи ўйинларни дарс жараёнининг исталган боскичида ишлатилиши дарсни ноодатий ўтилишига ёрдам беради, бу эса ўз навбатида ўқувчиларнинг ижодкорлик кобилиятларини ривожлантиради, уларнинг ҳамкорликда гурух бўлиб ишлашга ўргатади. Чет тили ўрганиш учун ўйналадиган ўйинларда қуйидагиларни кенг ишлатиш мумкин:

- *ҳаракатланвучи ўйинлар (гимнастика машқлари, "бекинмачоқ ")*
- *шеърлар, қўшиқлар, тез айтишлар, мақоллар, эртаклар*
- *стол ўйинлари (шахмат, шашка)*
- *ўзбек ва инглиз эртаклари*

Бу турдаги ўйинлардан фойдаланган ўқитувчи олдида куйидаги вазифалар туради:

- *ўқувчиларга сўзларни бир марта айтилишда сўзларни маъносини англашни ўргатиш*
- *ўқувчиларнинг эшитиш кўникмасини ривожлантириш.*

Тил ўрганиш учун мўлжалланган ўйинлар талаффуз, лексик ва грамматик кўникмаларни шакллантириш ва чет тилини ўрганишнинг бошлангич жараёиларида, тил ходисаларнни машқ қилиш учун мўлжалланган. Инглиз тилини ўрганиш учун мўлжалланган ўйинларни куйидаги тоифаларга бўлишимиз мумкин:

1. ***Лексикага оид ўйинлар***
2. ***Грамматикага оид ўйинлар***
3. ***Фонетикага оид ўйинлар***
4. ***Орфографияга оид ўйинлар***
5. ***Ижодий ўйинлар***

1. **Лексикага оид ўйинлар** оркали ўқувчиларни сўзларни турли вазиятларда ишлатишга ўргатиб, уларнинг нутқ фаолиятини ривожлантнради.

2. **Грамматикага оид ўйинлар** оркали ўқувчиларнинг ўтилган грамматик коидаларга асосланиб ,нутқ фаолиятини ривожлантириш.

3.**Фонетикага оид ўйинлар** оркали ўқувчиларнинг инглиз тили товушларини тўғри талаффуз қилишга ўргатиш.

4.**Орфографияга оид ўйинлар** оркали ўқувчиларни орфографик кўникмаларини ривожлантириш ва шакллантириш.

Чет тилини ўкитишда, ўқувчиларда шу фанга нисбатан қизикишни ошириш, дарс жараёнида коммуникатив муҳитни яратиш, ўқув жараёнини самарадорлигини ошириш учун ўйин шаклларини кўллаш ўкитувчиларнинг ижодий ва сермазмун усули ҳисобланади. Инглиз тили фанларида ўйинларии қўллаш оркалн ўқувчиларининг бошка давлатлар маданиятига бўлган хурмат ва дўстлик туйғусини тарбиялаб, хотира, фикрлаш, тасаввур қилиш коммуникатив кўникмалар ва кобилиятларни ривожлантиришга ёрдам беради.

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THE TYPES OF TRANSPOSITIONS OF VERBAL FORMS AS STYLISTIC CAME IN THE CATEGORY OF TENSE

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Transposition with functional-stylistic characters expressed by verbal forms.

Archaisms are words which were once common but now are replaced by synonyms. When the author consider the grammatical system of English verbs as an adaptive system has to mark some, thing historical important in narrative, description or poetry they use archaic verbal forms. N.M. Rayevska characterizes: «The archaic variant forms are used for stylistic purposes to create the atmosphere of elevated speech in pictorial language, in poetry or in proverbial saying». (29, p. 55) There are only some forms: Table «Archaic Forms of the Auxiliaries». The forms given in the tables above are those of modern standard English. One may also come across archaic forms, mainly in. poetry or texts where an archaic effect is intended.

Forms	Grammatical characteristics	Verbs
dost [dʌst], [dəst]	Present indefinite, 2nd person singular	to do
doth, doeth (dʌØ), [dəØ]	Present indefinite, 3rd person singular	
didst [didst]	Past indefinite, 2nd person singular	
art [a:t], [ət]	Present indefinite, 2nd person singular	to be
wast [wost], [wəst], wert [wə:t], [wət]	Past indefinite, 2nd person singular	
hast [hæst], [həst], [əst], [st]	Present indefinite, 2nd person singular	to have
hath [hæØ], [həØ], [əØ]	Present indefinite, 3rd person singular	
hadst [hædst], [hədst], [ədst]	Past indefinite, 2nd person singular	
shall [ʃælt], [ʃəlt], [ʃlt]	Present indefinite, 2nd person singular	shall
shouldst, shouldest (ʃudst)	Past indefinite, 2nd person singular	
wilt [wilt], [əlt], [lit]	Present indefinite, 2nd person singular	will
wouldst, wouldest [wudst]	Past indefinite, 2nd person singular	

We can add some more examples:

Saith = says; **Modal verbs:**

endeth = ends; **canst, needest, mayest.**

knoweth = knows;

spake = spoke;

throve = thrived;

bare = bore

art = is;

stretchest, coverest fwalketh, maketh, layeth, gettest, didst, stiteth, beginneth, heareth and others.

e.g.: Byron, George Noel GORDON, Lord -1788–1824.

«…For it **hath** been by sorrow nursed,
And ach'd in sleepless silence long;
And now 'tis doom'd to know the worst,
And break at once-or yield to song.»
(G.G. Byron. My soul is dark. 17, p. 16.)

«…Thy tree hath lost its blossoms, and the rind,
Chopp'd by the axe, looks rough and little worth,

But the sap lasts, – and still the seed we find
Sown deep, even in the bosom of the North;
So shall a better spring lees bitter fruit bring forth.»
(G.G. Byron, From Childe Harold's Piligrimage, 17, p. 211)
«...Thou **stand'st** along unrevall'd, till the fire
To come, in which all empires shall expire!»
(G.G. Byron, Moscow!, 17, p. 214)
«...The river **glideth** at his own free will:
Dear God! The very houses seem asleep;
And all that mighty heart is lying still!»
(W. Wordsworth-1770–1850, Westminster Bridge, 17, p. 32)
e.g.: **TO-MORROW**
«Where **art** thou, beloved To-morrow?
When young and old, and strong and weak,
rich and poor, trough joy and sorrow,
Thy sweet smiles we ever seek,-
In thy place-ah! well-A0DAY1
We find the thing we fled-To-day.»
(P.B. Shelly, 1792–1816,17, p. 57)
«O heart of man! **canst** thou not be Blithe as the air is, and as free?»
(H.W. Longfellow, 1807–1892,17, p. 142)
«Old Yew, which **graspest** at the stones
That name the under-lying dead,
Thy fibres net the dreamless head,
Thy roots are wrapt about the bones.»
(A. Tennyson, 1809–1892, 1/, p. 182)
«The Spanish people will rise again as they have always risen before against tyranny.
The dead do not need to rise. They are a part of the earth now and the earth can never be conquered. For the earth endures forever. It will outlive all systems of tyranny».
(B. Hemingway, 1899–1961,19,67)
«...Deubting Charley! Who trust nobody and believes nothing.
But even Charley can't deny that Sam's dead. He's dead.
When thou **know'st** how dry a cinder this world is:»
(R. Hill, published in 2002, I, p. 62)

A lot of Shakespearisms are used in Modern English which are described by **A.V. Kunin** in his book The Course of Phraseology of Modern English». **A.N. Morokhovsky** lines out some phraseologicai units as arkhaisms; **he at accord with somehody** = agree to smb.;

play upon advantage = to deceive;
at adventure = at random;
at fortune's alms = as charity of a fate;
all and some = separately and together.

Numerous archaisms can be found in Shakespeare, but it should be taken into consideration that what appear to us today as archaisms in the works of Shakespeare, are in fact examples of everyday language of Shakespeare's time.

The use of archaic variant forms in fiction, for instance, in historical novels. serves to characterize the speech of those times, reproduce its atmosphere, its «couleur historique» (historic colour). As we have researched numerous archaic forms can be found in poetry XVII–XIX, XX centuries: G.G. Byron, W. Wordsworth, P. Shelly, H.W. Longfellow, A.

Tennyson; in prose written by E. Hemingway, R. Hill and others. For those students who want to continue to research this aspect of Linguistics there are a lot of unresolved points.

COMMUNICATIVE LANGUAGE TEACHING AND TASK CLASSIFICATION

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Learning English plays essential role to face challenges both in and outside of classroom, thus language learning should not be considered as a subject only, but as a tool of interacting with one another throughout the world. Practicing traditional methods waste time for exercises and drilling, dealing with grammar and pronunciation which takes away a large part of class time. These methods were mostly applied to develop basic skills of language learning skills, but nowadays we must focus on not only improving each skill but put them together in practice and here the idea of developing communicative competence through communicative language teaching become significant.The first comprehensive model of communicative competence, which was intended to serve both instructional and assessment purposes, is that of Canale & Swain (1980), further elaborated by Canale (1983). This model posited four components of communicative competence:

Grammatical competence – the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.). Sociolinguistic competence – the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation). Discourse competence – the ability to combine language structures into different types of cohesive texts (e.g., political speeeh, poetry). Strategic competence – the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

The essence of communicative language teaching is the engagement of learners in communication to allow them to develop their communicative competence. Terms sometimes used to refer to features of communicative language teaching are "task-based," "content based," "process-oriented," "interactive," "inductive," and "discovery oriented."

Communicative language teaching is properly seen as an approach, grounded in a theory of intercultural communicative competence that can be used to develop materials and methods appropriate to a given context of learning.

The concern of communicative language teaching is not exclusively with face-to-face oral communication. The principles apply equally to reading and writing activities that involve readers and writers in the interpretation, expression, and negotiation of meaning. Communicative language teaching does not require work in small groups or pairs; group tasks have been found helpful in many contexts as a way of increasing the opportunity and motivation for communication. Classroom work in groups or pairs should not, however, be considered an essential feature and may well be inappropriate in some contexts. Communicative language teaching need not entail complete rejection of familiar materials. Materials designed to promote communicative competence can be used as aids to memorization, repetition, and translation, or for grammar exercises. The basic principle is that learners should engage with texts and meaning through the process of use and discovery of the hour for the learners is to meet the challenges of present day competition in this world.

Here teachers should act as facilitators, and sbould observe how well students organize their thoughts while speaking with their fellow members. If we dwell on the ELT with special reference to communicative competence, the language teaching methods that are being practiced to help the teacher and the learner to gain command over English language, and put

their learning into practice for general and professional use to face their practical demands and acquire effective communication skills.

Let us to start with defining demands that a communicative task places on the student: cognitive, linguistic and communicative. It is important to strike a halance when designing a task.

To help judge the difficulty of a task, teachers should consider the following demands placed on the student:

– **Linguistic complexity** (vocabulary, grammar, textual/genre conventions)

– **Communicative stress** (face-threatening topic or task; number of people involved; relationships of those involved)

– **Cognitive demands**(familiarity with topic; memory requirements; processing demands)

According to Lee considering how to structure a task he suggests that designers should ask themselves these four questions .:

1. What information is supposed to be extracted from the interaction by the learners?

2. What are the relevant subcomponents of the topic?

3. What tasks can the learners carry out to explore the subcomponents? (e.g., create lists, fill in charts, etc.)

4. What linguistic support do the learners need? Why tasks might be unsuccessful?

To find out what works it is better to focus on what doesn't work. The problems might be various, for instance, a communicative task that leads to little or no real communication is often simply poorly-designed. Here principles of good design must not he violated.

The unsuccessful tasks all violate established design criteria. Tasks should answer to the below given criteria:

– Does this task meet the design criteria for "good" communicative tasks?

– Do you think this task would work well in a beginning language class?

– Could this task be improved? How?

– Here the guidelines for implementing communicative activities and teacher are recommended to consider how they could incorporate these into their classroom.

– Make the goal clear from the heginning.

– Involve all participants equally.

– Make sure students are adequately prepared.

– Provide clear instructions and examples.

– Make an effort to mix groups.

– Assign activities that are relevant and interesting to students.

– Circulate, circulate, circulate.

– Teach group interaction skills.

– Hold group accountable for completing task on time .

To conclude, the goal of communicative language teaching is "communicative competence," which is achieved through the use of the foreign language for actual communicative purposes. Common pedagogical practices such as reading dialogues aloud or performing oral drills all have their place, but should never be confused with oral communication. If teachers are going to help their students to communicate in the foreign language, they must carefully design and implement oral tasks.

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KNOWLEDGE SOURCES IN LISTENING

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As listeners engage in the cognitive processes described earlier, they draw on different knowledge sources: linguistic knowledge, pragmatic knowledge, prior knowledge, and discourse knowledge. Information retrieved from these "data banks" will influence the quality and the direction of the cognitive processing. In this section we will focus on the role of each of these knowledge sources in the listening process. These relationships are encapsulated in Figure 2.2 on page 27.

Linguistic knowledge is fundamental to listening comprehension; vocabulary knowledge is a strong predictor of L2 listening success. In addition to vocabulary, or semantic knowledge, linguistic knowledge includes phonological knowledge (phonemes, stress, intonation, and speech modifications such as assimilation and elision) and syntactic knowledge (grammar) of the target language. Phonological and syntactic knowledge help listeners parse the sound stream for meaningful units of language and assign semantic roles to words. Application of all three elements of linguistic knowledge helps listeners assign meaning to word-level units and to the relationship between words at the discourse.

Linguistic knowledge also means knowing how to use one's knowledge of a language in real time—that is, as rapid speech unfolds. Recognizing a word in its written form or hearing it in isolation does not necessarily mean that we will recognize that same word in the context of rapid speech. This is the real challenge of listening comprehension: L2 listeners need to be able to rapidly parse words out from a stream of sound. Some words are easily parsed and can be quickly mapped onto long-term memory. These include cognates for linguistically similar languages; sound effects and paralinguistics that are not culturally bound; and, increasingly, English words related to technology or the media (e.g., iPod) that are becoming universally understood. Other words will require deeper processing.

Pragmatic Knowledge Listening comprehension involves far more than just understanding words. Listeners use pragmatic knowledge when they apply information that goes beyond the literal meaning of a word, message, or text to interpret the speaker's intended meaning. Listeners usually apply pragmatic knowledge during the utilization phase of the comprehension process. It is informed, for example, by interpretation of tone (e.g., sarcasm and questions). L2 pragmatic knowledge helps the listener to infer the speaker's intention, particularly if there is any ambiguity in the literal meaning of the utterance. Pragmatic knowledge is often culturally bound and, therefore, closely related to sociocultural and sociolinguistic knowledge (e.g., formal or informal registers, idioms, and slang), which listeners use to further interpret an utterance.

Recent work by Dipper, Black, and Bryan (2005) on "thinking for listening" may help to explain how listeners use pragmatic knowledge to enrich the linguistic input. During the utilization phase, they found that listeners generate familiar "conceptual events" or scenarios from long term memory and match the emerging meaning of the text or utterance against them. In adapting this scenario, according to Dipper et al., listeners go beyond semantic meaning to

consider the contextualized meaning intended by the speaker. A request such as "Do you have the salt?" at the dinner table likely suggests that the speaker would like someone to pass the salt, rather than reply affirmatively. This is the process underlying the cognitive strategy of elaboration.

Prior Knowledge Listening comprehension is comparable to a problem-solving activity: listeners match what they hear (the linguistic input) with what they know about how things work in the world (their prior knowledge). The role of prior knowledge (also known as world, encyclopaedic. or experiential knowledge) in L2 listening comprehension is well established (e.g., Macaro, Vanderplank, & Graham, 2005). This knowledge source plays a critical role in the utilization phase of tbe listening process. For example, a discussion about experiences in renting an apartment, intended to activate vocabulary and types of scenarios, will greatly facilitate comprehension of a listening text where students listen to a phone conversation enquiring about rental space or watch a video about visiting the apartment and talking to the landlord. For this reason, it is important to provide listeners with the context of a listening text or event, before they begin listening. Contextualized listeners then have the necessary information to activate their prior knowledge on the topic and to develop a conceptual framework in order to parse the linguistic input for potential words and content. Contextual information can help listeners process the linguistic input more efficiently, freeing up working memory resources to process larger chunks of information.

Although prior knowledge is important for facilitating comprehension, it can also be misleading when used inflexibly. Listener use of prior knowledge can lead to inaccurate comprehension when it is not supported by corroborating evidence that matches the listener's expectations (Macaro et al., 2005). This underscores the importance of flexibility in the comprehension process. Using a combination of questioning and elaboration (activating prior knowledge), listeners must continually consider different possibilities and monitor the emerging interpretation for congruency with their expectations and prior knowledge

Discourse Knowledge discourse (textual) knowlndge involves comprehension at the level of text organization. Awareness of the kind of information (sometimes called script knowledge) found in certain texts and how that information is organized will facilitate the listener's ability to process this information. A restaurant advertisement, for example, is likely to include name, address, phone numher, and the restaurant's speclalty or current specials, in addition to other information. Listeners use discourse knowledge when they consider and apply knowledge of text types to the comprehension process.

In sum, the different knowledge sources work together with the cognitive processes to help listeners arrive at a meaningful interpretation of a listening text. Some of these knowledge sources, such as prior knowledge, can be transferred from L1. In other cases, depending on the similarities between the languages (root language, script system, and cultural conventions), some elements of pragmatic, discourse, and linguistic knowledge may transfer. As L2 listeners gain more language experience and their language proficiency develops, they are able to process information more efficiently and access these knowledge sources more rapidly.

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THE IMPORTANCE OF USING STRATEGIES FOR DEVELOPING READING SKILLS

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Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make prehictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question prehictions
- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instend of stopping to look them up
- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text

Teachers can help students learn when and how to use reading strategies in several ways.

- By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- By using cloze (fill in the blank) exercises to review vocabulary items. It helps students learn to guess meaning from context.
- By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

Reading in a purpose of Learning. Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are expesed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' compreheosion improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
4. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategics.

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THE ROLE OF DISTANCE EDUCATION IN TEACHING ENGLISH

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Today, distance education is offered through a variety of formats in worldwide. Radio, television, telecommunications, and especially the Internet have come to play an integral role in expanding the minds of students around the world. With the wide distribution and accessibility of computers, distance learning has become faster and more prevalent. In recent years, technology has played a significant role in transforming the traditional distance education school into a dynamic, interactive distance learning method using toll-free telephone lines, as well as a diverse array of personal computers, video devices, online courses over the Internet, interactive devices, and other modern technological innovations.

However, many people claim that **Traditional learning is better than distanee learning.** This blanket statement simply does not hold any water. To some extent traditional studying is better than distance learning, hut on the other hand, distance learning is better than particular traditional teaching and learning methods. It goes both ways and it's really hard to define 'better' other than what works best for each individual student. Some students thrive

with online classes and get their work done efficiently at home, while others need the structured environment of living on campus and physically going to class each day.

In these days Internet is power to engage learners in one place because students use it already so "we meet them where they live!". On this way we created a virtual classroom in online learning environment in lessons.fledu.uz site that contains all course materials. Virtual classrooms include video conversation and chat rooms, so you can talk to your classmates and instructor just like you would in a real classroom. Virtual classrooms are an easier and more convenient way to attend classes, you can choose when to attend and you can complete the course from the comfort of your own home. Nowadays we organized such virtual classrooms in program called "Teamspeak" and the results are pretty good.

"How much will it cost?" It's one of the first questions asked by anyone looking to start an online lesson. Actually the answer, of course, is neither easy nor straightforward but we are working as a volunteer and the project is experimental thus it is, temporarily, free of charge. However, e-learning is a business activity. It has a value to the business, a start-up cost. and running costs. Actually it will not cost as expensive as traditional learning because when you use distance learning you shouldn't think about expenses for commuting, tuition fee and others. And also for the student, distance learning doesn't mean fiexibility in their education. but it also means a commitment of time and effort. Because the means to learn or increase academic credits has become easier, does not mean the learning itself will be easier. There will be no teacher hanging over them, demanding that work be turned in. It is up to each individual to adhere to a reasonable time schedule, while enjoying the fiexibility of e learning at their own pace and getting good results.

One of advantages of online lessons is that it can open up many opportunities that weren't available to you before. Traditionally, when one thinks in terms of college or lyceum, they picture a studious group of young adults who have very similar characteristics, such as young, social, enthusiastic, and eager. With online learning, the whole picture changes. When it comes to distance learning, the people who are more likely to utilize it are working professionals who are seeking to upgrade their skills meaning that you can earn your English proficiency and advance your career all from the comfort of your own home in less time than before. It is clear that knowing language has played a significant role in employment requirements in these days than ever before. In order to be competitive in today's workplace. employees and potential candidates are in constant need of upgrading their skills and at the same time learn new ones. If not, their job status and responsibilities can become stagnant. Thus online lesson is one of the appropriate ways to achieve success because you can participate in these lessons regardless your age, working position and living place.

If you are considering an online lessons program, there is no need to worry. Distance education is every bit as effective as a face to face education on a brick and mortar campus for adult learners. Fledu.uz Online lessons are delivered in many different formats. Most typically, online lessons are administered in four methods: voice, video, data, and print. On occasion, our instructors will integrate a few of the other components for more interactive teaching techniques. If you set your mind to it, distance learning can be a very convenient and purposeful way to earn English proficiency—one that is truly fulfilling. Students indicate these online lessons could be more time consuming than face-to-face classes and they said they end up getting lectures with a reduction in feedback and personal interaction among colleagues. Many students of us are attracted to the convenience of distance learning in that it allows them to spend more time with family and to avoid missing work to attend a traditional course. Although technology is an integral part of distance education, any successful program must focus primarily on the instructional needs of the students rather than the technology. Thus we are working on the topic "Creating appropriate teaching material special for online lessons". To cut a long story short we can conclude that distance learning is becoming part of education

in Uzbekistan not apart from education and we hope that these online lessons will be good and effective example of e-learning in Uzbekistan in future.

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РОЛЬ ИНТЕРНЕТ- РЕСУРСОВ В АНГЛИЙСКОМ ЯЗЫКЕ

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В последние годы всё чаще поднимается вопрос о применении новых информационных технологий в образовательных учреждениях. Это не только новые технические средства, но и новые формы и методы преподавания, новый подход к процессу обучения.

Развитие образования в наши дни органично связано с повышением уровня его информационного потенциала. Одним из наиболее революционных достижений за последние десятилетия стало создание Интернет. Интернет стал неотъемлемой частью современной действительности.

Доступ к сети Интернет дает возможность преподавателям воспользоваться огромным количеством дополнительных материалов, ресурсов, которые позволяют обогатить уроки разнообразными идеями, сделать их более результативными, интересными, интерактивными. Однако, нельзя забывать о том, что Интернет - лишь вспомогательное техническое средство обучения.

Интернет-ресурсы сегодня позволяют:

- восполнить дефицит источников учебного материала;
- развивать навыки и умения информационно-поисковой деятельности;
- создать условия для развития культуры общения, умения работать в сотрудничестве;
- способствовать готовности к самостоятельному изучению иностранного языка, к дальнейшему самообразованию;

На уроках английского языка с помощью Интернета можно решать целый ряд дидактических задач: формировать умения чтения, используя материалы глобальной сети; совершенствовать умения письменной речи школьников; пополнять словарный запас обучающихся; формировать у школьников мотивацию к изучению английского языка. Кроме того, работа направлена на изучение возможностей Интернет технологий для расширения кругозора школьников, налаживать и поддерживать деловые связи и контакты со своими сверстниками в англоязычных странах.

Большим плюсом использования ресурсов Интернета является развитие межкультурной компетенции, т.е., знакомству с различными культурами, определению путей их взаимодействия и взаимопроникновения друг в друга, формированию культурных универсалий, необходимых для достижения взаимопонимания и плодотворного сотрудничества при непосредственном общении.

World Wide Web с огромным количеством сайтов и домашних страничек, предоставляющих информацию на все вкусы - является бескрайним полем деятельности в плане использования на уроке иностранного языка для развития межкультурной компетенции.

Сайт «Виртуальная реальность» (<http://www. flash.net/~cssmith 1/vr.htm>) - это собрание лингвистических и нелингвистических подлинных материалов, собранных на web-сервере. Его значимость и мотивация заключаются в том, что он непосредственно приносит кусочки истинной культуры страны изучаемого языка в класс. Учащимся предоставляется возможность общения непосредственно с этими материалами, а не с чьей-то их интерпретацией и анализом.

Сайт City Net (<http://www.city.net/>) делает возможным путешествие по разным странам, посещая парки, памятники и любые другие достопримечательности. Здесь можно найти все о выбранной стране - от фотографий памятников до полного отчета о природных ресурсах и искусстве, на изучаемом языке. City Net - превосходный навигатор. Попав в желаемую страну при помощи гипертекста или линков (ссылок), учащиеся ознакомятся с ее особенностями.

<http://www.infospace.com/info.USA/> - America's homepage. Путе-шествие по штатам и городам, знакомство с историей, культурой, образом жизни американцев.

http://carol.hop.ro - English grammar and texts - Уроки грамматики, тексты на английском языке: рассказы, стихи, анекдоты, пословицы

http://english.language.ru - Английский язык.ру

www.onlinenewspapers.com - Англоязычные газеты on-line

Компьютер дает возможность каждому ребенку индивидуально поработать над тем или иным грамматическим материалом под руководством преподавателя или без него. В таком случае имеет место самостоятельная работа учеников. Особенно четко это проявляется в проектной деятельности.

В заключении, хотелось бы отметить, что ИКТ – это отличный инструмент, который представляет собой мощное средство формирования учебного процесса.

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JAMES FENIMORE COOPER AND THE GROWTH OF AMERICAN LITERATURE

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The growth of American Literature was further developed in the era of American Romanticism. In this period, stirrings of national consciousness appeared more and more strongly with the emergence of a truly American literature. During this time, as Americans began to understand the meaning of being "American", they also began to grow culturally. This paralleled the time when, the world as a whole was experiencing a change in ways of thinking: there was a move from classical ideas to romantic ones. This change was taking place in all areas of culture around the world, including the arts, education, philosophy, and even science, but it was clearest in literature. Romantic literature became the vessel of thought for most of the American writers at this time. Among them was James Fenimore Cooper, whose contributions of American literature is unarguable, as his novels were the quintessential representative of American romanticism.

America produced many renown authors during the age of American romanticism. During this time, writers, such as: Washington Irving, William Cullen Bryant. Edgar Allen Poe, and James Fenimore Cooper emerged. Romantic writers emphasized intuition. an inner perception of truth that is independent of reason. To discover this truth, Emerson wrote in The American Scholar (1837), a man must "learn to detect and watch that gleam of light which flashes across his mind from within." The main key to this inner world is the imagination. Man's imagination leads to expression. Our expression makes each of us a unique human. Romanticism became the way of 'expressing' for this generation of writers.

Among the giants of this time, Cooper achieved more worldwide fame than Irving or Bryant. The creation of the famous Leatherstocking saga has cemented his position as America's first great national novelist and his influence pervades American literature. In his thirty-two years (1820-51) of authorship, Cooper produced twenty-nine other long works of fiction and fifteen books. He is widely read in Europe, where his Leatherstocking Tales contributed to the romantic notion of American frontier life. "English novelists such as Joseph Conrad and D. H. Lawrence praised his work; American writers have been of differing opinions. Herman Melville admired Cooper's sea tales; Mark Twain questioned his knowledge of wilderness survival and ridiculed his handling of character and dialogue (Encarta.)"

James Fenimore Cooper (September 15, 1789 – September 14, 1851) was a prolific and popular American writer of the early 19th century. His historical romances of frontier and Indian life in the early American days created a unique form of American literature. He lived most of his life inCooperstown, New York, which was established by his father William. Cooper was a lifelong member of the Episcopal Church and in his later years contributed generously to it.He attended Yale University for three years, where he was a member of the Linonian Society, but was expelled for misbehavior. Before embarking on his career as a writer he served in the U.S. Navy as a Midshipman which greatly influenced many of his novels and other writings. He is best remembered as a novelist who wrote numerous sea-stories and the historical novels known as the Leatherstocking Tales. Among naval historians Cooper's works on the early U.S. Navy have been well received, but they were sometimes criticized by his contemporaries. Among his most famous works is the Romantic novel The Last of the Mohicans, often regarded as his masterpiece.

Although Cooper's writing ability may he perceived in modern standards as dubious. Cooper's talent found expression through indigenous materials. His greatest monument to American literature is seen in the Leatherstoeking tales. Natty Bumppo, the maln character of the pentology contains all the trappings of the American hero. These included "youth (or childlike qualities); innocence; a love of nature and a distrust of town life, [and] a corresponding uneasiness with women (Arpin, et al 120.)" The setting of his stories represented an unspoiled America we cannot return to, explored by an ideal character we cannot attain to. His characters achieve difficult goals in circumstances beyond their control. They do so with unerring adherence to their principles.

Cooper's books, are often sought after for his exciting stories. As Brookhiser states in his essay, "readers went to Cooper not for his sociology but for his hero, Natty Bumppo (62)." Interestingly enough, Brookhiser goes on for a length to convince the readers that Cooper's sociology is the most vital component of the stories. Further stating that Cooper's books helped to define Americans, through morals, "ethical earnestness". Also meditating the thought that the Leatherstocking tales reflects people by "the poetry of action, that tension of the soul between the hero each of us aspires to be and the transgressors we too often are."

It is hard for modern day readers to appreciate Cooper's works for what they are. By today's standards, these novels may not be great literature, hut they are an important part of the history of American literature. Readers should remember that when Cooper was writing these stories, they were very popular with the readers of the period. Those readers found tbe

adventures and return to nature very exciting. The Romantic period celebrated man's freedom with nature, virtue found in innocence, and intuitiveness over the rational. Cooper's books best exemplifies these traits, and spread the word of America to many people. Through his informative and entertaining tales, he fascinated multitudes of people, and is so important to American literature, that it is impossible to think about it without him.

Critics of Cooper often lambaste him by his unperfected writing style, use of words, unrealistic situations, etc. Many of these are caviling, Cooper was (and still is) beloved by readers through his many fictions. His achievements include: the first successful American historical romance in the vein of Sir Walter Scott (The Spy, 1821); the first sea novel (The Pilot, 1824); the first attempt at a fully researched historical novel (Lionel Lincoln, 1825); the first full-scale History of the Navy of the United States of America (1839); the first American international novel of manners (Homeward Bound and Home as Found, 1838); the first trilogy in American fiction (Satanstoe, 1845; The Chainbearer, 1845; and The Redskins, 1846) and the first and only five-volume epic romance to carry its mythic hero - Natty Bumppo - from youth to old age (Reuben 3). With these in mind, it is impossible for one to declare that James Fenimore Cooper's works had no literary value. It is because they did, his works are the among the enduring legacies of American romanticism. James Fenimore Cooper was an author, more importantly a romantic, whose tales have become bedtime stories, whose influence is still felt today.

LECTURING TO LARGE GROUPS

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The article will explore what makes an outstanding lecture that is able to promote student learning. In particular, three aspects – generating and maintaining interest, student engagement, and the importance of a good structure – will be considered in some detail. The case studies are used to illustrate how some teachers in different disciplines organize their teaching through lectures and achieve active learning. As class sizes increase, two particular issues may arise that can be particularly difficult for the teaching team to manage. First, in modular systems the lecture may be attended by students from varied disciplines, often with very different skills and knowledge bases. This can provide significant challenges for the lecturer in knowing where to pitch the lecture and how to keep all students interested. Second, the lecturer may be faced with having to manage disruptive student behavior in the class, which is now reported across disciplines in different universities.

An outstanding lecture should have the following attributes:

- It is delivered in a way that is informative, interesting and engaging.
- The content is well organized and easy to follow. Students can understand the development of the argument, or the logic in the ordering of the information or ideas.
- Students feel involved. This may be through some type of active participation, use of relevant examples to which they can relate and by being made to think about what is being said. The ability to engage students through questioning, no matter what the class size, is an important way of getting students involved.
- Students leave wondering where the time has gone.
- Students leave knowing that they have learned something(s), and are often inspired to go off and find out more.

At the very beginning you should:

- appear enthusiastic and interested yourself;
- Be organized, and take control of the lecture room on your arrival;
- know how to use the presentation equipment.

During the first few minutes the lecturer could:

- go through the learning outcomes for the session. telling them what they should have learned by the end. This ean be a little dry;
- describe a problem or scenario that is of relevance to the topic, and then go on to outline how the lecture will consider this;
- share their passion and enthusiasm for the subject hy telling students why they are personally interested in this topic.
- link the lecture to some current news or activity. The lecturer could take this one step further by asking students to hring examples with them to the lecture, and inviting them to contribute.

To keep students interested during the remainder the lecturer could:

- use relevant and current examples to illustrate the point;
- Where possible draw on the students' experiences;
- change the demands on the student as the lecture progresses. Vary between note taking, listening, and active participation;
- use visual materials or artifacts that are relevant to the topic of the lecture;

The lecturer's enthusiasm and interest is important at both the start and during the lecture, and this factor should not be underestimated in relation to the effectiveness of the lecture overall. It should also be remembered that there is a performance aspect to the craft of lecturing. A study by Hodgson (1984) highlighted the 'vicarious experience of relevance' whereby student interest in a topic is enhanced both by the lecturer's enthusiasm and through the use of examples which relate to the student's real-world experience. In a study by Brown (1987), students gave high ratings of interest to lecturers who adopted a narrative mode of delivery where informal language was used, and problems and findings were described as if telling a story. In addition, high interest ratings were given where examples related to both the topic and to the students. These studies are not new, but are still very relevant today. The study by Evans (2007), involving history students from four universities, concluded that students rated the enthusiasm of the lecturer very highly, and indicated they felt that it was a prerequisite for their involvement.

Similarly, the smaller study with engineering students (Davies *et al.*, 2006) concluded that enthusiasm was one of tbe key features of a good lecturer. The evidence seems to confirm that a lecturer who is able to transmit their enthusiasm and interest through the lecture is providing a powerful stimulus for student learning. These types of study show that an effective lecturer can deliver far more than the transmission of information and ideas, and there is often a need to explain this to students. In particular, it may be important to explain to students why simply having a copy of the PowerPoint presentation is no substitute for lecture attendance.

In conclusion, lecturing to large groups of students is a challenging experience for tbe new lecturer. It is not sufficient to simply know the material. The lecturer needs to make the lecture interesting and engaging, well organized and structured, with clear guidance through the material, using relevant and topical examples and case studies. Getting the lecture right is a skill and can take time. The use of feedback from students and colleagues can be a starting point for reflection on your lecturing style, and you may wish to enhance your practice.

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THE MOST BENEFICIAL WAYS TO TEACH AND DEVELOP STUDENTS' WRITING SKILLS

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Of course we want our students to write well. And we know from our own classes, as well as from newspaper articles and television specials, that our students do not write as well as we think they should. Writing is extremely complex, so we have no common standard for what we mean when we say that our students do not write well. Depending on circumstances, we may mean 1) that our students' writing is not well thought out, 2) that it is not clearly organized, 3) that it is not well documented or that it needs more detail or evidence, 4) that it needs to be better edited, 5) that it an hour or less on writing for homework each week.

When students do write, they tend to write a limited range of genres: mostly reports, summaries, or analyses. In English classes, they may write a few stories or poems. They do little persuasive writing at all. If we are going to improve the writing of our students, we will need to require our students to write more often so that they can get sufficient practice; we will need to acmally teach our students how to write the papers we require of them; and we will need to ensure that they get a range of experience writing a variety of genres so thet they can see how complex writing is and how writing varies depending on the context, tbe genre, and the audience. Perhaps most importantly, we will need to design our writing instruction in ways that will help our students transfer what they have learned in school to the writing they do in the world outside of school. One way that instructors can promote fluency in writing is by requiring students to use what calls workaday writing, or writing to learn. There is some evidence that particular kinds of workaday writing may also reinforce certain kinds of learning and help students learn the content of their courses. Note-taking, for example, may help students focus on the main ideas of the course, and journals and mini-essays may help students reflect on the content of the course and integrate that knowledge into larger conceptual schemes. Workaday writing gives students the opportunity to write in order to clarify for themselves what they are learning and why. It also gives teachers a chance to quickly determine how well the students can use the terms and concepts being taught in their eourses. Because workaday writing is short and informal, it does not need to be graded, and teachers can read many responses in relatively little time. And if teachers think it helpful, they can use workaday writing to conduct a dialogue with individual students. Students may also do workaday writing for each other, either for small study groups or for the class as a whole. Workaday writing includes the following activities:

Note-taking, which requires students to not only take careful notes, but to reflect critically on what they have heard or read. For example, students might be asked to respond to lectures or reading by answering these kinds of questions:

- What did you already know about this material?
- What is new to you?
- Does anything contradict what you already knew?
- Does anything expand or provide more evidence for what you already knew?
- What don't you understand?
- What support does the speaker or writer give for his or her facts?

Journals, which require students to write extensively several times a week, summarizing what they have learned, and raising issues and problems. Teachers may use the same sort of guide questions for journals as they use for note-taking.

Microthemes — mini-essays on five-inch by eight-inch cards — which require students to write summaries, support theses, pose questions, work with data, and provide support for generalizations. Finally, whatever you are writing, your aim should be to make your text as

clear as possible – to present your ideas clearly and concisely and to avoid ambiguity or redundancy. Achieving this becomes easier the more you practice writing and begin to develop your confidence in your writing style. It is important that you pay attention to the basic rules for good written English - accurate spelling and correct use of grammar and punctuation.

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ВЗАИМООТНОШЕНИЕ ФРАЗЕОЛОГИЧЕСКОЙ ЕДИНИЦЫ СО СЛОВАМИ

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Знание фразеологии чрезвычайно облегчает чтение как публицистической, так и художественной литературы. Разумное использование фразеологизмов делает речь более идиоматичной.

С помощью фразеологических выражений, которые не переводятся дословно, а воспринимаются переосмыслено, усиливается эстетический аспект языка. Мир фразеологии современного английского языка велик и многообразен, и каждый аспект его исследования, безусловно, заслуживает должного внимания.

Для изучающих английский язык как иностранный этот слой языка представляет трудность при освоении, но зато после освоения фразеологизмов мы начинаем говорить как англичане, мы понимаем их с полуслова, наша речевая готовность резко возрастает. Мы кратко и очень точно можем выразить свою мысль, будучи уверенными в правильности ее выражения. Во многих случаях знание английской фразеологии помогает избежать руссицизмов, т.е. дословных переводов предложений с русского на английский.

Развитие фразеологии как лингвистической науки в последнее время поставило перед исследователями весьма сложную проблему – взаимоотношение фразеологической единицы со словом. В современном языкознании существуют различные точки зрения относительно самой постановки этого вопроса.

Одни считают ФЕ эквивалентами слов, другие указывают на их соотносительность со словом, замену теории эквивалентности на теорию соотнесенности фразеологического сочетания со словом.

Теория эквивалентности ФЕ слову восходит к концепции идентификации экспрессивных фактов, разработанной Ш. Балли, который указывал, что самым общим признаком фразеологического оборота, заменяющим собой все остальные, является возможность или невозможность подставить вместо данного сочетания одно простое слово.

Такое слово Ш. Балли называл «словом-идентификатором». (Балли Ш., 2001:60) Наличие подобного синонима Балли рассматривает в качестве внутреннего признака целостности фразеологизмов.

С этой концепцией большинство лингвистов (Н.Н. Амосова, Н.М. Бабкин, В.П. Жуков, А.В. Кунин, А.И. Смирницкий, Н.М. Шанский и др.) не согласилось.

Действительно, фразеологизмы во многом подобны слову, однако знак равенства между значением фразеологических единиц и значением тех слов, с которыми они идентифицируются, как правило, ставить нельзя. Существенным элементом семантики фразеологизма является оценочность выражаемого им понятия, особая его модальность.

в то время как для смысловой структуры слова элемент оценки свойственен в меньшей степени.

В большинстве случаев фразеологизмы и соотносимые с ними слова различаются стилистической окраской и по отношению к отдельным словам фразеологические единицы выступают в основном в роли стилистических, а не идеографических синонимов.

Следует также иметь в виду, что пословицы и поговорки, т.е. фразеологизмы со структурой предложения, могут идентифицироваться только с помощью предложений.

Практичеекн в любом языке отмечено несколько уровней фразеологизмов, причем не все они общеизвестны, широко употребляемы и зафиксированы словарями. Некоторые из них используются только определеннымн группами иосителей языка и отсутствуют в словарях. Именно поэтому первостепенная задача переводчика - уметь распюзнать ФЕ в тексте, отличать устойчивос сочетанне от перемениого.

Следует также иметь в виду, что многозначность н омоннмия свойственны не только словам, но и фразеологизмам, то есть одно и тоже сочетание может одновременно быть и устойчивым, и свободным.

Папример, *The girl next door* - 1. *девушка, живущая рядом, соседка*; 2. *девушка, каких много*.

В проблеме «фразеологизм н слово» отмечаются в основном два направления:

- узкое, лексикологическое поииманне фразеологии как составной части лексикологии, ФЕ в качестве эквивалента слову,

- и шпрокос поннмание фразеологии как самостоятельной лингвистической дисциплины.

Слова и фразеологизмы вносятся в речь в готовом виде. Этот факт приводится как один из аргументов в пользу теории полной эквивалентности.

Внесенне в речь в готовом виде является шаткой основой эквивалентности фразеологизма слову, так как воспронзведенне в готовом виде – характерпая черта всех единиц языка. Фразеологизм не тождественеи слову и не эквивалентеп ему полностью. От слова фразеологизм отличается своей структурой: слово состоит из морфем, а любой фразеологизм – это, прежде всего сочетание слов, объединепных по законам грамматики того или иного языка (раздельнооформлепностьфраземы и цельнооформлеиность слова).

Компоненты фразеологического оборота не свободны в своих связях, круг их сочетаемости с другимн словамн замкнут. Фразеологизмы характеризуются лексической устойчивостью, в основном сохраняют постоянный состав.

Представляется важцым, что эквивалеитность ФЕ слову можно признать только в плане их отношения к языку и речи: и фразеологизм и слово являются единицами языка, нормально используемые в речи как единицы номинации.

Проблема «фразеологическая единица и слово» – это тесное и сложное переплетенне различных языковых связей н отношений, и аспекты их рассмотрения в данной работе не являются исчерпывающими н единственно возможными.

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INFLUENCE OF LITERATURE IN LANGUAGE LEARNING

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Literature plays an important role in teaching four skills like Listening, Speaking, Reading and Writing. Literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers' cultural as well as language enrichment. These advantages, they move on to assert, can be achieved provided teachers use relevant and appealing material to learners through the use of activities that promote involvement, reader response and a solid integration between language and literature. Following this trend, Carter and Long propose three models to justify the use of Literature. The first model in their discussion is the CULTURAL MODEL which represents the Literature that brings into the picture as regards of the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms. The second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures. Last, their PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts, appreciating and evaluating cultural artefacts and, in broad terms, the understanding of our society, culture and ourselves as we function within. As English teachors, Literature that is the literary text is one of the tools ready in our hands to offer them language acquisition and contribute cultural knowledge and understanding. It acts as a catalyst to acquire and stimulate learning. It at once appeals to the feelings and to their thoughts which in turn pave the way for tha student's language enhaneement and growth. It makes aware of:

- The broadening of students' horizons by giving them a knowledge of the classics of literature;
- The student's improvement in general cultural awareness;
- The students' creativity and literary imagination and to develop their appreciation of literature;
- The psychological stress and attitude of the mind
- The historical truths of life.
- The philosophy of life.
- The innate, inborn goodness of man.
- The required changes in individual, society and even in history.
- The masterpieces in British and American literature as an educative experience, and to add to students' knowledge of the world at large.

Teachers are challenged daily with students who do not fit into the curriculum. In a classroom, there are many students with special needs, language differences and with different learning styles. It is in the hands of the readers to make their sources interesting. As such, Literature is an amalgamation of prose, poetry and dramas.

Using drama in a language classroom is a good resource for language teaching. It is through the use of drama that learners become familiar with grammatical structures in contexts and also learn about how to use the language to express, control and inform. The use of drama raises the students' awareness towards the target language and culture. In this context, the use

of drama as a tool rather than an end gains importance in teaching a foreign language. The language learning should be culture-free that is the context of the drama should fuse into a language learning process with high interest, relevance and enjoyment. Learners should make use of drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way.

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and so in a variety of registers and tones. The world of short fiction acts as mirrors and illuminates the human lives . The inclusion of short fiction in the ESL / EFL curriculum offers the following educational beneflts makes the students' reading task easier as it is simple and short when compared with the other literary genres, illuminates the students to write short stories. Makes the peers analyze the theme of moral values, love, despair, friendship etc.

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the whole self to bear on a compressed account of a situation in a single place and moment .Literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a cultural competence in students.

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ASPECTS OF PROBLEM SOLVING APPROACH TO FOREIGN LANGUAGE TEACHING

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Foreign language as a school subject is skill oriented. Thus, problem solving approach applied to it implies different components than when it is applied to subjects that are knowledge oriented. We believe that problem solving in teaching a foreign language means:

- avoidance of giving ready-made answers in the process of presentation of new grammar and vocabulary, involvement of students in the formulation of grammatical rules and elicitation of vocabulary meanings from the given examples,
- ability of students to overcome independently the language problems arising in the process of communication,
- discussing / solving non-professional, everyday life problems through communication in the foreign language,
- discussion of texts dealing with problems,
- discussing / solving professional problems through communication in the foreign language .

According to Ormond (2006:111) problem solving is using existing knowledge and skills to address an unanswered question or troubling situation, while problem based learning is approach to instruction in which students acquire new knowledge and skills while working on a complex problem similar to those in the outside world (Ormond, 2006). Prohlem solving was introduced to education as early as ancient times. Socrates, in particular, was famous for applying it. Later it was almost totally abandoned and revived only in the 1960s. Recently it

has been widely studied and popularized (Martinez, 1998; Botti, J.A. & Myers, R., 1995, Simon, 1980), especially for teaching mathematics and science at school and at university. However, surprisingly for us, problem solving has not been very widely applied towards either teacher training or teaching foreign languages.

To develop the students' ability to overcome foreign language problems independently it is necessary to spend several lectures on working out their strategies of linguistic problem solving. For reading and writing these strategies are derivational, context and situational analysis, application of general knowledge and knowledge of native and other known languages. For speaking and writing these strategies involve avoidance and paraphrasing. Language problem solving is first done under teacher guidance, with explanations of each step, such as in the situation described below. Students could not understand the difference between "answer" and "response". The teacher suggested them to view the following contexts and to come to conclusion. As the students were unable to notice the difference, the teacher told them to pay attention to another word which always appeared together with "answer". Then the students noticed that "question" did not typically appear with "response". Finally they came to conclusion that question is followed by answer, while any action / words can be followed by response or reaction. After students get some practice in eliciting the meaning under teacher's guidance, they are only reminded the case and recommended to speak out the reasoning themselves. Finally, they should be able to do it totally independently. When students need a word in the process of speaking or writing and ask for teacher's help, the teacher should guide them in finding a good synonym, antonym or formulating a definition. When the students ask the teacher to translate a native language word, it is a better idea to find some synonyms in the native language and to try to recollect their translation. If this strategy does not help, the strategy of giving a definition should be worked out:

- classify the object,
- name the function of the object,
- name the materials / the color / the size,
- compare it with something.

The teacher should recommend the students to name only essential characteristics of the object, such as "the substance used for removing stains from clothes", "the bird which cannot fly like an ostrich, but which is not as big and has no wings", etc. Discussing / solving both non-professional and professional problems and texts containing problems contribute to moving the emphasis from the language task to true communication. It is essential to choose problems to solve which students have background knowledge. If students have problems in discussion the teacher's task is to direct their discussion as unnoticeably as possible by some hints, interesting questions. In conclusion, realization of the problem solving in foreign languages teaching is a time-consuming process both on the teacher's planning, materials selection and the learner's arriving at solution part.

It takes more time to come to conclusions totally independently or under teacher's tactful guidance than through traditional explanation. It is an intellectually demanding approach for both teachers and learners, too. But this approach is indispensable if we want our learners not only to have essential knowledge, which today very quickly becomes outdated, but also to have the skills to acquire knowledge incessantly. This idea of various authors was supported by our research as well. We hope that our recommendations will to some extent help foreign language teachers to apply this approach and become as enthusiastic about it as we are.

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CONTROLLED AND AUTOMATIC PROCESSING

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Controlled (as opposed to automatic) processing involves conscious attention to and processing of elements in the speech stream. A cognitive skill, such as listening, becomes automatic with practice, like other skilled behaviors (Johnson, 1996). When we first begin riding a bicycle, for example, we need to pay deliberate attention to coordinate getting on the bike, maintaining balance, steering with the handle bars, and gaining momentum by moving the pedals with our feet. Eventually this becomes automatic and we no longer need to pay conscious attention to the coordination of these different elements of the skill. When processing spoken language requires conscious attention to different elements of the sound stream, due to the limitations of working memory and speed of the incoming input, comprehension will suffer. Controlled processing is not efficient because it cannot keep up with the incoming input; consequently, comprehension either breaks down or listeners resort to compensatory strategies, contextual factors, and other relevant information available to them, to guess at what they did not understand.

As suggested in our discussion so far, memory plays a crucial role in comprehension processing. Traditionally, the concept of memory has been divided into two components: long-term memory and working memory (formerly called short-term memory). Long-term memory, as noted in the discussion of top-down processing, is the bank of information that listeners access to interpret what they are trying to understand. This bank of information is comprised of accumulated prior knowledge and life experiences of the listener, organized as schemata. Appropriate schemata are activated when listening to a related topic. While long-term memory shapes the interpretation of what listeners hear, working memory influences the efficiency of the cognitive processing and allows the listener to think about an appropriate response, as in the case of interactive listening.

In contrast to long-term memory, working memory has limited capacity; listeners can only hold a limited number of units before this information fades and new information has to be processed (Call, 1985). Listeners hold the retained units of information in a phonological loop for a few seconds until the sounds can be segmented into words or larger chunks of meaningful speech through links with long-term memory. How much information a listener can hold in working memory will depend on their level of language proficiency. As their level of language proficiency increases, listeners are able to retain and process increasingly larger chunks of meaningful speech.

Cognitive activity in working memory is overseen and regulated by an executive control responsible for high-level activities such as planning, coordinating flow of information, and retrieving knowledge from long term memory (Baddeley, 2003). The more familiar the units are to listeners, the more quickly long-term memory can supply previously acquired linguistic knowledge and prior knowledge for listeners to process. An example of this phenomenon is the difference we experience in processing a new telephone number, in contrast to processing a sentence with the same number of individual units. We process the sentence more efficiently because the links between the units are meaningful and easier to retain, owing to the rapid links with semantic and syntactic components of our linguistic knowledge store in long-term memory. The digits of the telephone number, on the other hand, need to be processed individually because the digits, although meaningful as individual numerals, are new information to long-term memory as a single, combined unit. Once we have more experience with this telephone number, it will be stored in long-term memory and processed in working

memory as one meaningful unit: for example, the phone number of a newly discovered restaurant. Processing the telephone number as a single unit leaves more attentional resources (room in working memory) for additional information, thereby increasing the efficiency of cognitive processing.

The link between working memory and long-term memory plays a critical role in successful listening comprehension. The more listeners process information automatically, the more they can allocate the limited attentional resources of their working memory to processing new information. Increased working memory space also allows listeners to think about the content of what they are hearing, which is essential for critical listening.

Another perspective on cognitive processes that can provide further insight into how listeners construct meaning is Anderson's (1995) differentiation of listening comprehension into three interconnected phases: perceptual processing (perception), parsing, and utilization. Although this model may suggest a sequence of phases (see Figure 2.1), the three phases have a two-way relationship with one another that, in fact, reflects the integrated nature of how bottom-up and top-down processing occurs.

During the perception phase, listeners use bottom-up processing to recognize sound categories (phonemes) of the language, pauses, and acoustic emphases, and hold these in memory. Listeners decode incoming speech by (1) attending to the text, to the exclusion of other sounds in the environment, (2) noting similarities, pauses, and acoustic emphases relevant to a particular language; and then (3) grouping these according to the categories of the identified language. This is the initial stage in the word segmentation process. A phonetic representation of what is retained is passed on for parsing.

Development of word segmentation skills is a major challenge for L2 listeners. Unlike readers, listeners do not have the luxury of spaces to help them determine word boundaries. Listeners must parse the sound stream into meaningful units when word boundaries are difficult to determine because of stress patterns, elisions, and reduced forms. Even if they can recognize individual words, when spoken in isolation or presented in written form, listeners may not always be able to recoguize those same words in connected speeeh. Furthermore, word segmentation skills are language-specific and acquired early in life. They are so solidly engrained in the listener's processing system that these L1 segmentation strategies are involuntarily applied when listening te a non-native language. Difficulties reported by L2 listeners during the pereeption phase include (1) not recognizing words; (2) neglecting parts of speech that follow; (3) not chunking the stream of speech; (4) missing the beginning of a sentence or message; and (5) concentration problems (Goh, 2000).

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SYSTEM OF EXERCISES IN TEACHING READING

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One of the problems faced by teachers of English could be summed up in the expression "You can't have your cake and eat it". Course designers and teachers may have available a number of good texts, suitable in various ways for the students they are responsible for, and a

number of exercises to practice certain teaching points arising from those texts. But after any given text has been used once with a particular group of students, its communicative value is lost. And after a time, die text may lose its suitability in other ways: it becomes dated, teachers are fed up with it, and new students have different interests, and so on. In die real world, we cannot find time to produce worthwhile new exercises to keep up with all the new texts we might wish to use for reading comprehension work. This is true not only in ESP (English for specific purposes), but in all English language teaching.

Since we cannot hoth keep this "cake" fresh and eat it, we tend to go on using die same old texts and exercises for too long, supplementing this rather stale diet with new texts from magazines, newspapers, etc. – usuaily with a general and rather vague instruction to "read die text for extra practice".

This procedure is desigued to get round this problem in part. It involves a "standard exercise" which can be used with virtually any text. In ESP situation the course consists of a number of texts of general interest, and exercises on grammar, rhetorical functions, thinking skills, "coping strategies", vocabulary, etc. However, as we were trying out a self-access approach, we wanted to use as the main component of our course in English for academic purposes a large and versatile battery of texts from which students could choose those which appealed to them. Some of these texts are subject-specific: since the studeuts in our experimental self-access course are dentistry students, some of the texts are from dentistry textbooks or journals.

As very little is known about the efficiency of particular exercises or exereise-types dealing with grammar, functions, and so on, we wanted to get our students to read a lot, and widely, tackiing particular problems of grammar, functions, study skills, thinking skills or vocabulary only in accordance with their individual needs. We felt it essential for our students to have a very wide choice of texts to read individually. Therefore, any course books we used were supplementary, not the main component of our self-access approach. What we needed for this was a principled procedure which could apply to any text and which would guide the student towards more efficient and critical reading strategies.

For this reason, the standard exercise we describe here does not purport to deal with the specific ***teaching points*** to be found in any text (which may not be logically possible anyway). It is intended, rather, to guide students in ***strategies*** for reading any text.

What kinds of text would a standard exercise be useful for? There is ***text selection*** periodicals like *New Scientist* and *Scientific American* to be good sources of up-to-date texts which are communicative in die sense that tbe information in diem can be expected to be unknown even to the subject-specialist. Textbooks and encyclopedias have also proved good sources. In a general English course, a wider range of sources, such as newspapers and non-academic magazines, advertisements, instruction manuals, or leaflets, can easily be used.

There are at least two main principles to be kept in mind: first, it is important to ensure that there is a moderate information gap between what die reader already knows about die topic, and what the text has to say, so that die "load" of new information is not too great, while at die same time there is new information in die text. And secondly, even for subject-specialists, die principle of "field of knowledge" should be observed. This principle first brought to attention by John Holmes of the Brazilian National ESP Project. It sbows three concentric layers in a subject-specialist's "field of knowledge", all of which may suggest ideas for text selection. There seems no reason why an ESP course should deal only with topics from the innermost circle. In course the aim also at die middie circle and in a general ELT course any of these circles could provide good topics for texts or listening materials.

Perhaps the most important principle, though, and the one which this paper and the 'standard exercise' have attempted to follow, is that there should be a wide choice of fresh and interesting texts taken from the internet. One should understand that new teaching program

according to CEFR standards require using authentic materials that is more effective and efficient in the development of reading comprehension.

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DIFFICULTIES IN WRITING CLASSES WHICH CAN BE INHIBIT WRITING DEVELOPMENT OF LEARNERS

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Like all learning problems, difficulties in writing can be devastating to a child's education and self-esteem. As children progress through school, they are increasingly expected to express what they know about many different subjects through writing. If a child fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a child struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated. Writing problems rarely occur in isolation, and improvements in writing go hand in hand with the development of other non-writing-specific skills. Thus, a problem with the development in one of these areas is likely to interfere with a child's progress as a writer. In his article is identified the following neurodevelopment problems and their potential impacts on writing.

Attention Problem

Children who struggle with attention may be inattentive and impulsive. An attention problem may manifest itself as:

- difficulty getting started on writing assignments
- easy distractibility during writing tasks
- mental fatigue or tiredness while writing
- inconsistent legibility in writing
- uneven writing tempo
- many careless errors
- poorly planned papers and reports

Spatial Ordering Problem

Children who struggle with spatial ordering have decreased awareness regarding the spatial arrangement of letters, words, or sentences on a page. A spatial ordering problem may manifest itself in a child's writing as:

- poor use of lines on the paper
- organizational problems
- uneven spacing between letters
- many misspelled words

Sequential Ordering Problem

Children who struggle with sequential ordering have difficulty putting or maintaining letters, processes, or ideas in order. A sequential ordering problem may manifest itself in a child's writing as:

- poor letter formation

- transposed letters and spelling omissions
- poor narrative sequencing
- lack of transitions

Memory Problem

Because so many writing processes need to be automatic, active working memory is critical. Children may have difficulty recalling spelling, grammar, and punctuation rules, accessing prior knowledge while writing, or organizing ideas. A memory problem may manifest itself in a child's writing as:

- poor vocabulary
- many misspelled words
- frequent capitalization, punctuation, and grammar errors

Language Problem

Good writing relies on a child's language abilities improving steadily over time. A language problem may manifest itself in a child's writing as:

- poor vocabulary
- awkward phrasing and unconventional grammar
- inappropriate use of colloquial language
- difficulty with sentence structure and word order
- trouble reading back what is written
- difficulty with word sounds, spelling, and meanings

Higher-Order Cognition Problem

Cbildren who have difficulty with higher-order cognition are often unable to use writing to present a sound argument or convey sophisticated or abstract ideas. A higher-order cognition problem might manifest itself in a child's:

- trouble generating ideas or elaborating on them
- difficulty developing and organizing ideas
- lack of opinion or sense of audience
- difficulty with writing tasks that require creativity and/or critical thinking.

In conclusion, stimulating students is the key to improving their writing skills. The most effective motivutor in producing high quality work is writing with a purpose. Real writing activities help students to center on their strengths and areas of interest while at the same time as working to develop their weaknesses and solve their problems as well.

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THE ROLE OF MOTIVATION IN TEACHING ENGLISH

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The role of motivation in L2 learning has been investigated extensively; however, there is very little research on the relationship between L2 listening and language learning motivation. Anecdotally, there is some evidence that language learners engaged in tasks that develop metacognitive knowledge about listening become more confident and motivated as a result (Goh&Taib, 2006; Vandergrift, 2002, 2003b). A later study by Vandergrift (2005) provides some supporting empirical evidence for the potential relationship between motivation, metacognitive control of listening processes, and comprehension outcomes. Scores

on a listening test were correlated with responses on a motivation questionnaire (Noels, Pelletier, Clement, &Vallerand, 2000), grounded in self-determination theory (Deci& Ryan, 1995), and a metacognitive awareness of listening strategy use questionnaire. Listening comprehension correlated negatively with a motivation (-.34); however, correlations with extrinsic motivation (for personal gain such as a passing grade) and intrinsic motivation (for enjoyment only, or a desire to know speakers of the language) were only modest at .21 and .34, respectiveiy. Only the relationships for motivation and intrinsic motivation were significant.

Interactive Listening is an important part of listening competence. It most often takes place in more informal contexts for language learning and reflects the type of listening language learners would like to develop in order to interact with L2 speakers. However, there are constraints on interactive listening that can affect the process and product of the listening event. The listener's ability to deal with a comprehension problem in an interactive context will depend on a number of affective factors, such as willingness to take risks, fear of losing face, assertiveness, and motivation. The degree to which these factors influence the interaction will depend on the relationship between the interlocutors, because status relationships can affect comprehension and the freedom listeners feel to negotiate meaning. Differences, for example, in age, gender, language proficiency, and power relationships (employer-employee) often make interactive listening a context where the disadvantaged listener feels powerless. This sense of inferiority often affects how much is understood (because of increased anxiety) and the degree to which listeners will dare to clarify comprehension, in order to save face.

What can learners themselves do to enhance lecture comprehension? In the current research base on academic listening, the implications rarely focus on the implications for learners. Even the study that focused on learners in particular (Flowerdew & Miller, 1992) gave very few suggestions: (1) read course material before or after the lecture; (2) ask peers for help; (3) ask questions in class; (4) concentrate harder; and (5) add notes to handout or readings during the lecture. Although well intentioned, some of these suggestions are not very helpful given the context of huge classes, increased alienation of students (particularly L2 students), and the wide range of iecture styles. In order for L2 students to be more successful in academic listening, they need to take charge of their own learning. Future research needs to focus on providing L2 students in acadomic settings with the metacognitive tools to help them better regulate their listening efferts in contexts where the objective is understanding subject matter in the target language.

Kinesics is an important factor in each of the three listening contexts delineated earlier, or any context where the listener can observe tbe speaker (e.g., video, television). Kinesic behavior includes all body movements related to communication, such as gesture, head movements, lip movements, facial expressions, gaze, posture, and interpersonal distance (Kelierman, 1992). Kinesic behavior such as gesture can play an important role for comprehension of input in L2 classrooms (see, for example, Gullberg&McAfferty, 2008). It also plays a more subtle but important role in informal learning contexts outside of the classroom. Kinesic cues ate often culturally bound and can add to, or change the literal meaning of an utterance (Harris, 2003).

To sum up evidence that person and contextual factors play an important role in successful L2 listening comprehension, these factors can affect the quality of cognitive processing and impact the listening outcome. With regard to cognitive factors, it appears that L2 vocabulary plays a significant role in successful listening outcome and that L1 listening ability also has an impact. Our discussion of the affective factors demonstrates the important role played by these factors in listener engagement with a speaker or the listening/ learning environment. It is important to emphasize, once again, the interrelatedness of the three stages: the person and context factors will influence the quality of the processing and strategies a listener may doploy, which will affect the quality and nature of the outcome. The quality of

this outcome will, in turn, affect some of the person factors, the affective factors, that will have an effect on the strength of continued efforts to listen to the message, for example, or a more concerted effort to recall prior knowledge to interpret the message.

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ACTIVITIES FOR METACOGNITIVE INSTRUCTION

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Integrated experiential listening tasks weave metacognitive awareness- raising activities with listening comprehension activities. Through these tasks, learners can experience the cognitive and social-affective processes of listening comprehension and at the same time practice their listening comprehension skills. The integrated experiential listening tasks proposed in this chapter can be adapted for use with prescribed publishod materials and included at key stages of a listening lesson sequence: that is, pre-listening, post-listening, and during listening. By integrating everyday listening activities with metacognitive activities, we help learners become aware of the various processes that are involved in L2 listening. In turn, they can iearn to apply this knowledge to their listening development beyond the classroom, be it to explore their own self-concept as listeners, use appropriate strategies during listening, or identify factors that influence their own performance in different listening tasks.

Metacognitive activities for listening can also include language-focused activitics, in which learners examine the linguistic features of a listening text from an earlier listening task. Such activities can help learners dovelop better task knowledge—in particular, knowledge about spoken texts. Integrated experiential listening tasks can also take the form of learning extension tasks that are carried out after formal instruction time; these extensive listening tasks require learners to work together to construct metacognitive knowledge about listening.

Guided reflections for listening, the second type of metacognitive instructional activities, alm to help learners plan and evaluate their learning. The purpose in using guided reflections is to elicit learners' implicit knowledge about L2 listening and to encourage them to construct new knowledgc, as they make sense of their own listening experiences. These activities are used mainly as stand-alone activities after class, but they can also be adapted for use with other activities in a listening lesson. before or after listening tasks. These specially designed reflective activities, initiated by the teacher, require learners to set asido time to plan, monitor, and evaluate their listening and learning cxperiences. These activities, which direct attention to specific aspects of learning, enable learners to reflect on their listening performance and overall progress. In addition, they can be used with enrichment activities when learners practice listening on their own with recorded or downloaded materials.

By using a range of metacognitive tools, we engage learners in thinking back to events that have taken place and in looking ahead as a way of managing their own learning. While the activities focus a great deal on understanding the processes of listening and learning to listen, some also have a language focus. This focus is appropriate and necessary because learners benefit a great deal from reviewing what they have heard and rehearsing their perception of the sounds and prosody of the language. An important principle in learning is that learners review

and rehearse what they encounter, in order to increase automaticity in processing the information that they hear. A summary of the various activities is found in Integrated Experiential Listening Tasks Metacognitive Pedagogical Sequence the metacognitive pedagogical sequence is a sequence of learning activities that integrate metacognitive awareness raising with listening input and comprehension activities that offer a structure to help learners improve their understanding of the content of the text and at the same time become more familiar with the metacognitive processes involved. These include planning, predicting, monitoring, evaluation, directed attention, selective attention, and problem-solving. The metacognitive pedagogical sequence can be modified to address different learning objectives but still capitalize on the benefit of re-listening. This will increasingly lessen the cognitive load as more and more of the input becomes familiar and, as a result, processing becomes less controlled and more automatic.

Shows how the last two stages can be modified to improve knowledge about text characteristics and to enhance learner confidence. In this sequence, learners are asked to listen to the text for a third time to Integrated Experiential Listening

Self-Directed Listening or Viewing a great deal of informal learning takes place outside the classroom; this is certainly true for listening development. Learners can engage in extensive listening, selecting from a wide variety of materials available from mass media and the internet. Not all learners, however, are able to make the most of these opportunities because they lack the skills to direct their own extensive listening activities. Many still remain dependent on their language teachers to assign listening homework for further practice. Much of this homework requires learners to wateh or listen to a program, and then write a summary of what they have understood or answer a set of questions prepared by the teacher. To help learners become more self directed in learning to listen, teachers can assign listening homework that integrates both text-focused comprohension and metacognitive knowledge development.

To guide learners in their out-of-class listening efforts, using an approach similar to the metacognitive pedagogical sequence, we propose a self-directed listening guide that consists of a number of prompts that direct learners' attention to how they approach a listening task and accomplish it. These prompts should address three important metacognitive processes: planning, monitoring, and evaluation. In considering their responses to these prompts, learners will activate strategies for goal- setting, pre-listening preparation, reflecting on listening experience, and evaluating performance. Similar to the metacognitive listening sequence presented earlier, self-directed listening or viewing also capitalizes on the benefits of repeat listening and language-focused activities to develop better processing abilities and task knowledge. A self-directed listening or viewing guide should have several stages.

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SIMILARITIES AND DIFFERENCES BETWEEN ONE-WAY AND INTERACTIVE LISTENING

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Cognitive processing is fundamental to the listening process, regardless of context. Listeners engaged in one-way listening or interactive listening events use top-down and bottom-up processing and, concurrently, engage in perception, parsing, and utilization to understand what their interlocutor is saying. In both contexts they use metacognitive knowledge to control these processes as efficiently as possible.

While they are processing what their interlocutor is saying, listeners involved in interactive listening access the same knowledge sources as in one-way listening. They draw on their mental lexicon for the linguistic knowledge necessary to parse the input, and on their bank of prior, pragmatic, and discourse knowledge to interpret the overall intended meaning of their interlocutor within the context of the interaction.

Although one-way and interactive listening share many characteristics, they are also different in important ways. First, in interactive listening, speaker and listener share a common communicative goal, listening con-text, or life experience. Second, interactive listeners have the opportunity to act in the dual role of listener and speaker: they can clarify meaning or ask their interlocutor to slow down or repeat what was said. In this regard, a number of reception strategies are available to listeners to facilitate listening in these contexts. This makes interactive listening less demanding.

On the other hand, there are factors in interactive listening that can make it equally more demanding. First, listeners in these contexts are expected to reply: they must prepare and formulate a response as they process the speech of their interlocutor. This adds significantly to the cognitive load, because they must begin to formulate a response while at the same time attending to the speaker's message. Second, depending on the relationship between a listener and interlocutor, the social and affective demands of the listening task may be very high, thereby constraining working memory resources. We will now consider separately the role of each of these factors in L2 listening competence.

Context plays a greater role in interactive listening than in one-way listening. Whether the context is formal or informal, listeners in interactive situations often have a common communicative goal that facilitates interpretation: e.g., the job description, the applicant's curriculum vitae, and the job interview protocol between the job applicant and the interviewer; the "script" for selling or buying shoes shared by the salesperson and the customer; or the common life experiences and assumptions shared by friends in conversation. In each of these situations, the context provides the backdrop against which (1) to predict information heard, question-types used, routines followed, or, in the case of conversation between friends, to assume common understandings without stating things explicitly, and (2) to monitor interpretation as the interaction unfolds. The highly contextualized nature of each of these interactive situations will facilitate perception and parsing, because potential word candidates will be more quickly activated and connections between words made more quickly, allowing listeners to process the interlocutor's utterances more efficiently. At the same time, listeners use their metacognitive knowledge to guide their predictions and to monitor their comprehension for congruence with their expectations. When they are confronted with something unexpected and are unable to resolve the comprehension problem internally, or simply do not understand, listeners can intervene and ask their interlocutor to clarify, repeat, or speak more slowly. The possibility to clarify and/or verify meaning is probably the greatest benefit for L2 listeners in interactive listening. They can be provided with strategies to become good listeners and to intervene appropriately.

In a classroom study on interactive listening strategies used by students during seminar discussions, Lynch (1995) observed two broad categories. The first includes old information questions for clarification of an earlier comprehension difficulty—responses characterized by a backward orientation. The second includes new information questions or receipt tokens that carry the discourse forward or ask the interlocutor to elaborate further—responses characterized by a forward orientation. Table 2.2 highlights a number of interactive listening strategies identified through research with L2 listeners engaged in interactive tasks (Dornyei & Kormos, 1998; Rost& Ross, 1991; Vandergrift, 1997b). Evidence for these strategies was corroborated in subsequent studies (Farrell & Mallard, 2006; Vandergriff, 2006).Listeners either ask for outright repetition, rephrasing, or simplification of preceding utterance, or indicate nonunderstanding in non-verbal ways.

Listeners ask a question referring to a specific word, term, or fragment that was not understood in the previous utterance. Listeners ask specific questions about facts in the preceding utterance to verify that they have understood and/or what they are expected to do. Listeners use kinesics and verbal or non-verbal signals to indicate to their interlocutor to continue and that they understand. Listeners overtly indicate current understanding by asking questions using previously understood information. Listeners send uptaking signals or non-committal responses in order to avoid seeking clarification and admitting to their interlocutor that they have not understood.

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PROBLEMS OF TEACHING ENGLISH THROUGH ACTIVITIES

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Today the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across berders, and key subject in Curriculum and language of imparting education. The Decree of the President of Uzbekistan Islam Karimov "About further improvement of teaching foreign languages" from December 10, 2012 has become an impulse in the development and betterment of foreign languages teaching in our country. Teaching of foreign languages is connected with the culture of the country of the target language. Here, we have to take into account lingua cultural aspects of teaching of any foreign language including English. The term "culture" refers to the systems of knowledge shared by a group of people, including a group's values, beliefs, and attitudes, notions of appropriate behavior, statuses, role expectations, and worldview (notions of time, space, and cosmology). Culture also includes material objects and knowledge about their purpose and use. Culture is understood to be a symbol-rich template that shapes human consciousness and behavior. There are many axioms reflecting the relationship between language and culture in the field of English Language Teaching (ELT) pedagogy. There are also various stands by a number of ELT educators regarding the place of culture in ESL. The positive implications of including cultural associations of the target language into instructional materials are largely known and accepted. This inclusion will nurture positive attitudes towards the target language, hence facilitating its acquisition. Generally, there is a tacit agreement that the assimilation of the target culture which results in acculturation will encourage communicative competence which in turn will enhance language learning. Therefore, cultural understanding should not be disregarded but

should be in the heart of second language learning. Having established the cultural niche we have then moved on to the issue of what kind of cultural elements are introduced and integrated into English language teaching instructional materials specifically, textbooks, and how deliberate the infusion is. Studies in English textbooks for English as foreign language students reported that cultural information is present in English as foreign language textbooks. They revealed different portrayals of culture in all its dimensions. Teaching and learning a foreign language through culture-based activities is one of the most effective and interesting ways for presenting, practicing and improving the learner's communicative competence. Cultural based activities contribute a lot in learning a foreign language if learners are given chance to practice the target language through its culture in a pleasant and friendly warm atmosphere. The role of cultural based activities in teaching a foreign language, in our case English, cannot be ignored because every cultural activity has shown plenty of advantages and effectiveness in Engiish language teaching in many different ways. First of all, cultural activities bring a kind of fruitful atmosphere where students learn some skills through sharing information, discussing and interacting with each other. Secondly, cultural based activities involve learners in the task-based activities where the goal is to set and students do their best in order to compete with each other. The last but not the least: the main factor of using socio-cultural activities is that they bring real world context into the classroom, and enhance students' use of English in a flexible and communicative way. To be able to implement them correctly into teaching process we should be aware of some individual diverse characteristics. Teachers should keep in mind that cultural activities must be changed time by time as students can get bored very easily and these activities should be organized following all demanded conditions. As it was stated by famous methodologists the effectiveness of the lessons depends not only on the thoroughly planned lesson but ou the positive atmosphere created by the teacher through activities, in special, cultural activities. Relying on the facts mentioned above, we can state that the use of cultural based activities is a manifold process in which you can learn a little bit of psychology of different cultural background because during this course you observe behaviors of students in different cultural situations. The results of the data obtained from the data collection instruments showed thet the cultural based activities have an effective influence on the development of linguistie competency of learners as well as communicative competency. It has also became clear that students have positive attitudes towards cultural based activities. All language learners, in our case adult learners, are ready to fulfill tasks connected to culture both for fun and learning. In that case cultural based activities will be not just interesting for students to do but also bring the results you expeet. The idea of teaching a language through culture is not new to foreign language teachers. In many cases, teaching a language through cultural based activities has meant focusing a few lessons on holidays, customary clothing, folk songs, food, etc. Understanding the cultural context of day-to-day conversational conventions such as greetings, farewells, forms of addressing, thanking, making requests, and giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say to whom, in what situations, and it means understanding the beliefs and values represented by the various forms and usages of the language.

Culture can be fully or at least additionally incorporated as a vital component of language learning. Foreign language teachers should identify key cultural items in every aspect of the language that they teach.

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HOW ENGLISH GAMES HELP CHILDREN LEARN

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According to the Presidential Decree №1875 issued on December 10, 2012 we should improve our English skills. In my humble opinion not only teaching English but also teacbing any kind of language is one of the hardest and the most responsible works. English is difficult for learners if they never practice.The gamesand activities can help to practice English.

Tbere are many ways to teach ESL/TEFL to children but one of the most exciting and rewarding ways to do it is by using English games. English Games not only engage the children, but also teach through play – and most of the time the children don't even know they are learning until the time comes to show their knowledge! It truly is possible (and almost necessary) to create a classroom where the students not only learn but also truly enjoy their time there.

Incorporating Englisb games into the classroom can build interest in the class, put language in an interesting and meaningful context, give students a break from the pressures of learning a new language while giving the break a purpose, teach real world skills and, most importantly, build the studcnt/teacher bond.

Building Interest in the Class. While many of us might not like toadmit it, many children don't necessarily like the ideaof being in our classes to learn a new language. Even more, as teachers we all know that even the most attentive children can get bored and lose focus on occasion. Incorporating English games is a great way to get out of the rut of language drills, worksheets, boring repetition and individual study. If you can find ways to keep the children interested in class (i.e. through fun English games), they will also find that they are interested in the topic – and will often absorb and retain more knowledge than if they are simply studying to pass a test or complete an assignment.

Friendly competition is also great to keep children interested – it often is the one encourager that they need toactively participate in any elassroom activity. The outcome of the game (even if it is simply knowing the score at the end of the game) gives them a concrete and immedlate incentive to use the language as dictated by tbe game.

Putting Language in Useful and Meaningful Context. Repetition is necessary for fluency, yet there is nothing more meaningless than repetition in a void. If you ask your class to keep repeating words baek at you they'll start to feel like parrots.

Also, if you want the children to practice conversation you have a few options. The problem with most options is that the class is either practicing this real life usage in small groups that don't have you there toobserve and offer assistance,or much of the class is left to work on their own while you have a conversation with one or two pupils at a time.

English Games solve this because they allow you to engage the entire class in activities that require practieal use. When children learning ESL get this meaningful and contextual practice, the language becomes more vivid in their minds and tbey are better able to remember what they've learned and used.

Furthermore, English games often encourage pupils to use language spontaneously and to think for themselves and they give children the confidence they need to goout and use the language in real-world settings.

Giving Students a Breakearning a new language is intense and even sometimes stressful. English

L Games allow ESL pupils to have a break from the rigor of learning a new language. If you find the right kinds of games this break can have purpose and make useful the time spent on the break because they are still practicing their skills. In addition, the students will be totally immersed in the focus of the game and they'll be learning before they even realize what's happening.

Teaching Real World Skills. Teachers who successfully use English games in their classrooms will tell you there are more benefits than those just related to learning the language. English Games give opportunities for shy students to express themselves in a non-threatening environment. The class will learn to work together as a whole or as small groups. English Games can also promote competition in a healthy, fair manner, if you chose to use them that way.

Creating a Student/Teacher Bond. Finally, as a teacher I'm sure you want to build a bond with your pupils. Playing English games does this in so many ways. You'll be able to show yourself as a person, not just a teacher, as you encourage your students to do well in the game, or join in with them. Playing games also creates a positive learning environment that allows children to relax and enjoy themselves and those around them.

While some people still look at games as "time fillers" in a classroom, when used correctly they can actually replace "traditional" teaching time with activities that give the students (and teachers) so many more benefits than lectures, worksbeets and boring repetition.

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INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Introduction of innovative technologies in the educational process is interconnected with the improvement of the content and methods of education in the process of teaching foreign languages in relation to the needs of modern life. The priority direction of development of the modern school was the humanistic orientation of training, the focus - the pupil, his personality. Therefore, the main purpose of the modern teacher - to choose methods and forms of organization of learning activities of students that best meet the goal of personality development. The use of new information technologies to foreign language lessons increases motivation and cognitive activity of students, allows you to apply student-centered interactive educational technology, helps to overcome the psychological barrier to use of a foreign language as a means of communication, makes it possible to avoid subjective assessment and increases the effectiveness of training and the quality of education. The use of multimedia technology is well combined with the technology of developing education, as well as the problem, and differentiated instruction.

When working with computer technology changing role of the teacher, whose main task - to support and guide the development of the personality of students, their creative search. Relationships with pupils are built on the principles of collaboration and co-creation.

The priority directions in the foreign language teaching are communicative, interactivity, authenticity, learning a language in a cultural context that develops intercultural competence. The ultimate goal of foreign language teaching is a free orientation in a foreign language environment, and this to a large extent contribute to the new multimedia innovations, which are defined as "information technology training, integrating audiovisual information of any form (text, graphics, animation, etc.), Realizing an interactive user dialogue system and the variety of forms of self-information processing activities ".

In the process of learning a foreign language are used a variety of digital educational resources, such as a Power Point presentation, On-line tests, tutorials, electronic textbooks, online resources, and aim to motivate students to successful results. The advantages of using information technology in comparison with traditional methods expressed in a combination of audio and videonaglyadnosti, the possibility of using an interactive whiteboard, ensuring the effectiveness of perception and memorization of training material, saving training time.

Program Power Point and Microsoft Office allow you to create high-quality training materials for the implementation of specific educational problems, along with training local and authentic software programs and electronic textbooks.

The main aim of learning a foreign language at school - the formation of the communicative competence, all other goals (educational, educational, developing) are realized in the process of implementation of the main goal. The communicative approach involves learning to communicate and building capacity for intercultural interaction, which is the basis for the functioning of the Internet.

Internet technologies are playing a positive role in the formation of foreign language communicative competence of the students, as effective foreign language learning is based on the work with authentic audio, video and printed materials.

When training using one of the most important modern technology - a methed of projects. This method, combining elements of problem-based learning and cooperative learning, ean achieve the highest level of mastery of any subject, in particular foreign language. Project-based forms of students communication skills, culture of communication, the ability to concisely and available to formulate thoughts, tolerates partners opinion on the communication, develops the ability to extract information from different sources, process it with the help of modern computer technology, creates a language environment conducive to the emergence of the natural needs in communicating in a foreign language.

With the success of using gaming technology (business games and role-playing games), without which it is not thought to master the skills and knowledge of foreign language communication and behavior.

Speaking of technology, we mean a system of actions leading to the expected result. The system of teaching foreign languages has long been established methodology, applying for the status, ie technology having a high degree of reliability, stability and reproducibility of the results. We refer here primarily student-centered approach to the teaching of a foreign language, including a project method, cooperative learning, role play, contextual learning, intensive training and multilevel training.

The use of innovative forms of education, in contrast to conventional techniques assigns the student a major role on the way to gaining knowledge, in which the teacher is tbe active assistant, organizes, directs and encourages training activities.

In its activities, the teacher should not only solve educational problems, but also to create conditions for students to self-creativity and their motivation for research activity. tbe formation of orientation skills in a huge information space and independent decision-making.

To sum up the use of innovative forms of education, in contrast to conventional techniques assigns the student a major role on the way to gaining knowledge, in which the teacher is the active assistant, organizes , directs and encourages training activities.

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TO DEVELOP ENGLISH LANGUAGE SKILLS

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All students, each in their individual ways, need practice in developing discipline-specific and tertiary-level language skills. All students have responsibilities for further developing their English language proficieney during their study at university. Some will need additional support for months (and possibly years) to become confident and capable users of English for reading, writing and speaking.

Support for language development cannot be the responsibility of individual content teachers working in isolation. The ideal arrangement involves collaboration between content teachers, program designers, language support staff, universities as a whole and the students themselves. All need to work together to ensure students achieve exit-level English language capabilities. Without planned and coordinated support, some students might fail to acquire the English language skills which are necessary for communication in the discipline, for professional employment and for effective communication in a world where English is increasingly regarded as an international language.

The main objectives of teaching English as a second language especially to develop skills for oral presentations, group discussions and debates, to solve problems , to improve negotiation skills, to provide opportunities for exercising initiative, to develop leadership skills and participation in group activities.

Despite the fact that some students who have learnt the English language for more than ten years, they are unable to use the language fluently and effectively and reach the above objectives of learning English. It can be observed that some students have no experience in exercising initiative and participating imaginatively in activities and purposeful learning because of past rigid formal training in language learning. Most of these English language learners, particularly are passive and shy in using English in real communication due to various factors like students' motivation in learning , attitude and interest, the competence of English teachers, learning facilities, methods and effective use of techniques, approaches These factors influence students in developing knowledge of the language, and it is observed that English language learners at college level suffer from a lack of motivation and actual practice in using the language. This is due to various perceptions that: (1) they have reached a 'plateau'; (2) they are no longer learning so much that is essentially new; (3) they will commit many mistakes when they communicate in English; and (4) consequently, they are reluctant to participate, involve themselves, interact and improve their knowledge of the target language. Motivating and involving students to participate in classroom practices or activities for English teacher is very difficult .Students do not give due attention to English as a subject nor see the importance of the English language. They are unresponsive and reluctant in learning English either because they think they already have mastery over it or they are tongue-tied as they have not learnt it properly. As a result, they are unenthusiastic and unwilling to participate in

classroom activities and ineffective in communicating in English. What is interaction in the language classroom? Interaction is an elicitation of willing student participation and initiative which requires a high degree of interpersonal communication skills It refers to the exchange of information between the teacher and the students or among the students. It has long been considered important in language learning. "It may be quiet; it may be noisy; it may be alert and dynamic; it may take place in large groups, small groups or pairs. It will make students deeply involved in activities that draw on their creativity. Teachers should demonstrate these qualities to students to help them overcome their inhibitions and fear of embarrassment , there is a large amount of pair and group work , students engage themselves in spontaneous and authentic conversations , students work for actual audiences and purposes, not artificial ones , the task-based activities prepare students for the real world outside of the classroom Through interactions, students can increase their language repertoire as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, problem-solving tasks or conversations. At the time of interaction, students can use all they have learnt of the language or have casually absorbed in real life exchanges where expressing their real meaning is important to them. Thus, they will have experience in creating messages from what they hear or read, since comprehension is a process of creation that second language learning is facilitated when learners are engaged in interaction and meaningful communication.

Moreover, it is an effective technique for producing activc learning and for providing simultaneous opportunities for all class members. It also helps learners carrying out their task without direct and immediate supervision of a teacher. In addition, group work has the following advantages: 1. Collaboration -- it provides a social aspect when students work together 2. Peer teaching -- group work provides us with a natural context for peer teaching and it has many advantages such as: a) It is not threatening b) Sometimes students find it difficult to grasp a specific point from the teacher but among themselves they can help and understand one another c) It develops social skills -- students learn to speak with conviction; they also learn to receive help because asking for help is a good skill to learn 3. Effectiveness in mixed ability classes 4. Prevention of discipline problems -- order is maintained in the class while the teacher monitors the students working in groups 5. Opportunities for learners to use both comprehensible output and input in an authentic manner because when learners are thinking or writing, they are doing this for the sake of completing a task Allowing various patterns of interactions in the classroom means that a teacher helps students achieve three types of competence, namely (I) participative competence -- the ability to respond appropriately to reading tasks; (2) interactional competence -- the ability to interaet appropriately with peers while sharing information about what they read; and (3) academic competence – the ability to acquire reading skills. The two patterns of student-student interaction and student-text interaction employed in this study are discussed briefiy in the following paragraphs. Student-student interaction: This pattern of interaction in the second language classroom is used sc that it can create opportunities for students to participate in less structured and more sponlaneous language use: to negotiate meaning, self-select when to participate, control the topic of discussion and, most importantly, draw on their own prior knowledge and interactional competencies to actively communicate with others. Student-text interaction: In the pattern of student-text interaction, reading experiences enable the students to develop controi over the language.

In a nutshell, concept was based on the principles and assumptions of Communicatiye Language Teaching, Seating arrangement where each group of students was asked to sit in the form of a circle. Students treated with due respect which made them express their expectations and opinions on how they had coped with certain difficulties.

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COGNITIVE LINGUISTICS AS A NEW BRANCH OF LINGUISTICS

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Cognitive linguistics is a modern school of linguistic thought and practice. It is concerned with investigating the relationship between human language, the mind and socio-physical experience. It originally emerged in the 1970s and arose out of dissatisfaction with formal approaches to language which were dominant, at that time, in the disciplines of linguistics and philosophy. While its origins were, in part, philosophical in nature, cognitive linguistics has always been strongly influenced by theories and findings from the other coguitive sciences as they emerged during the 1960s and 1970s, particularly cognitive psychology.

Nowhere is this clearer than in work relating to human categorization, particularly as adopted by Charles Fillmore in tbe 1970s and George Lakoff in the 1980s. Also of importance have been earlier traditions such as Gestalt psychology, as applied notably by Leonard Talmy and Ronald Langacker .Finally, the neural underpinnings of language and cognition have had longstanding influence on the character and content of cognitive linguistic theories, from early work on how visual biology constrains color terms systems to more recent work under the rubric of the Neural Thcory of Language.

Early research was dominated in the 1970s and early 1980s by a relatively small number of scholars, primarily (although not exclusively) situated on the western seaboard of the United States. During the 1980s, cognitive linguistic research began to take root in northern continental Europe, particularly in Belgium, Holland and Germany. By the early 1990s, there was a growing proliferation of research in cognitive linguistics throughout Europe and North America, and a relatively large internationally-distributed group of researchers who identified themselves as 'cognitive linguists'.

This led, in 1989, with a major conference held at Duisburg, Germany, to the formation of the International Cognitive Linguisties Association, together with, a year later, the foundation of the journal Cognitive Linguistics. In the words of one of the earllest pioneers in cognitive linguistics, Ronald Langacker , this event "marked the birth of cognitive linguistics as a broadly grounded, self conscious intellectual movement."

Cognitive linguistics is not a single theory but is rather best characterized as a paradigm within linguistics, subsuming a number of distinct theories and research programs. It is characterized by an emphasis on explicating the intimate interrelationship between language and other cognitive faculties.

Cognitive linguistics, more than generative linguistics, seeks to mesh together these findings into a coherent whole. A further complication arises because the terminology of cognitive linguistics is not entirely stable, both because it is a relatively new field and because it interfaces with a number of other disciplines.

So that, the beginning of the cognitive paradigm is related to the middle of the 5th decade of the XX century. Then the researches began trying to find out the reasons for the quick and effective communication. Cognitive science started to analyze cognition.

Cognitive linguistics recognizes that the study of language is the study of language use and that when we engage in any language activity, we draw unconsciously on vast cognitive and cultural resources, call up models and frames, set up multiple connections. coordinate

large arrays of information, and engage in creative mappings, transfers, and elaborations. Language does not "represent" meaning; it prompts for the construction of meaning in particular contexts with particular cultural models and cognitive resources. Very sparse grammar guides us along the same rich mental paths, by prompting us to perform complex cognitive operations. Thus, a large part of cognitive linguistics centers on the creative on-line construction of meaning as discourse unfolds in context. The dividing line between semantics and pragmatics dissolves and truth-conditional compositionality disappears.

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ПСИХОЛОГИЧЕСКИЕ БАРЬЕРЫ У ВЗРОСЛЫХ ПРИ ОСВОЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Развитие образования взрослых становится одним из центральных вопросов психологии XXI века. Взрослый как субъект учебной деятельности нуждается в определенной психологической помощи, нацеленной на оптимизацию субъектной позиции в обучении, повышение адаптации к ситуации обучения. Востребованными являются адресные, коррекционно-развивающие программы, направленные на актуализацию внутреннего потенциала и развитие скрытых резервов взрослого по преодолению и компенсации психологических барьеров в изучении иностранного языка. Решение выше обозначенных проблем является актуальным для развития психологического оснащения системы образования взрослых.

У взрослого человека соотношение индивидуальных и возрастных характеристик кардинальным образом меняется. Во взрослом онтогенезе на первый план выходят индивидуальные особенности человека. Например, выделяемый практически всеми возрастными психологами кризис среднего возраста по своим характеристикам и свойствам очень похож на подростковый кризис детского онтогенеза, а реализуемые взрослыми виды и формы общения мало отличаются от общения малыша с окружающими его взрослыми и сверстниками.

В процессе обучения взрослый человек сталкивается со следующими трудностями:

•в первую очередь, психологическими, так как отсутствует естественная потребность и соответственно практика в использовании иностранного языка в реальной жизни, поэтому наблюдается низкий результат, влияющий на желание продолжать обучение

• материальными — изучение иностранного языка происходит в школе или в вузе, но, как правило, этого оказывается недостаточно для овладения языком на коммуникативном уровне. Хотя многие исследователи в области методики обучения иностранным языкам в своих работах дают рекомендации о создании ситуаций, приближенных к условиям реальной жизни, например, при обучении различным видам чтения, необходима дополнительная языковая практика на языковых курсах или на занятиях с репетитором;

• территориальными — удаленность стран изучаемого языка, их труднодоступность, отсутствие возможности регулярной практики изучаемого языка как

средства общения в рецептивных и продуктивных видах речевой деятельности, например, при просмотре телепередач на изучаемом языке, как это происходит в западных странах;

• социокультурными — наличие элементов другой, «чужой» культуры, отсутствующих в культуре родной страны, и которые трудно понять и принять. Ученые-лингвисты изучают различные нюансы и аспекты языка

и речи. Информацию из таких исследований можно использовать в методике обучения иностранным языкам для преодоления данного вида трудностей, например, использование коммуникативных стратегий вежливости, особенности употребления определенных языковых элементов различных дискурсах (например, страдательного залога в политическом дискурсе или диалектизмов на примере художественных произведений).

Таким образом, очевидно, что овладение языком в специально организованных условиях обучения является процессом сложным, в ходе которого знания, умения и навыки не приобретаются раз и навсегда, как во многих других учебных дисциплинах, но нуждаются в постоянной тренировке и практике.

Психологические барьеры обучения иностранному языку взрослых возникают в результате амбивалентности влияния факторов макроуровня; особенностей отношения значимой микросреды к факту изучения иностранного языка взрослым; неконструктивности педагогического взаимодействия «преподаватель — взрослый»; а также специфики индивидуально-психологических характеристик взрослого как субъекта образования и особенностей социального статуса «взрослый ученик»; неадекватности способа организации процесса изучения иностранного языка и его особенностей.

Эффективность освоения иностранного языка взрослыми повышается при включении их в специально разработанную коррекционно-развивающую программу за счет усиления внутренней мотивации, повышения самооценки компетентности в изучении иностранного языка, формирования умений прогнозирования и проектирования развития внутреннего потенциала в преодолении психологических барьеров.

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EXPLORING THE DEVELOPMENT OF STUDENTS' MOTIVATION IN EDUCATION

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We have seen the kinds of things that motivate students. Exploring the development of their motivation through the years of a degree course may shed light on whether or not we effectively promote and support desirable levels and direction of motivation in higher education. Stopgap motivation was not especially common in our student sample, but it did occur. A related concept, **amotivation**, has received some attention in the literature. Ryan (2000) describe amotivated students as those who do not really know why they are at university, think themselves incompetent and feel that they have little control over what happens to them. In a real sense, then, these students show an absence of motivation. at

motivational goals; in other words, what students' aims are, but even students with identical goals may have very differing strengths of that motivation.

Many educational writers discuss **achievement motivation** as a measure of the strength of motivation, rather than of its direction. A student who is high in achievement motivation is seen as lying at the opposite end of the scale from an amotivated student. This cuts across many of the dimensions discussed earlier, in that both extrinsically and intrinsically motivated students can be high or low in achievement motivation. It is a gross over simplification, but nevertheless it seems reasonable to suggest that our own research and the existing literature have identified three main types of motivation: intrinsic, extrinsic and achievement motivation (with amotivation simply being the opposite end of the continuum to achievement motivation). Yet another adaptation of the original approaches to studying inventory is the approaches to study skills inventory for students (ASSIST) developed by Entwistle (1998). This tool has the advantage of including questions about students' reasons for entering higher education. In a study carried out at the University of Plymouth, this inventory was administered to some 600 first-year students on entry to university. The main reasons for entering higher education were to get a good job and to develop useful skills, followed by reasons relating to personal development and rather less frequently cited stopgap reasons. This is probably because this reason is seldom the single most important reason. The similarity of the findings in these two studies might suggest that students' motives do not change a great deal over the course of their degrees. They used Vallerand's academic motivation scale to carry out a longitudinal investigation of students' motivation over the first two years of their degree courses at the University of Bangor. Their results indicated that students were high on both intrinsic and extrinsic motivation on entry to university but much lower on a motivation. From the current perspective, the interesting finding was that the levels of these three types of motivation showed virtually no change over the first two years at university. In a sense, this is a disappointing finding since one might have hoped that higher education would have led to students becoming more intrinsically motivated by their subject. It is of course possible that this does happen to some students. The development of student motivation over the course of their degree is not simple and not always what we might expect or hope for. It certainly indicates that there is a great deal of room for improvement, perhaps improvement that we can support. Lecturers frequently bemoan the lack of student motivation and ask what they can do to improve it. Most lecturers would agree that a complete lack of motivation of any kind a motivation – is highly undesirable. Further, most lecturers would claim that intrinsic motivation is more desirable than extrinsic motivation. First, then, how can we avoid students becoming a motivated? For some students this will be next to impossible, since they may have entered higher education with the sole aim of enjoying the social life. But there is also evidence that what we do to students at university can lead to their becoming a motivated. In one of our research programmes investigating students' approaches to essay writing we discovered, through a combination of focus groups and questionnaires, that certain factors lead students to lose their motivation . Of particular importance is the feedback given, both in terms of the mark awarded and the written feedback provided. One group of students approached essay writing with an understanding motivation (very similar to deep approaches to studying), in that they enjoyed writing, had an intrinsic interest in the essay, and read extensively in order to develop their own conclusions in response to the essay title. Because of the amount of reading they did, and their relative inexperience as writers, they often had problems focusing their essay, developing arguments that adhered to academic conventions including writing within the word limit. As a result, they received poor marks but had difficulty in understanding where they had gone wrong. They felt that feedback was inconsistent, unclear and contained insufficient detail to be helpful. As a consequence, they avoided this understanding strategy on the grounds that it was unlikely to lead to a high mark. Furthermore, they tended to disengage

with feedback, ignoring it altogether. The question of how to explore and support the development of our students' motivation is far from simple. Essentially, students can be motivated or amotivated, reflecting the extent to which they want to succeed. In addition, they can be intrinsically motivated and/or extrinsically motivated. Intrinsically motivated students want to learn for learning's sake, while extrinsically motivated students study for external rewards. One might expect that motivation would correlate with both student behaviour and with academic achievement but research has produced inconsistent results. In addition, one might expect students to become more highly motivated and more intrinsically motivated during their time in higher education; once again, however, results are inconclusive.

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TEACHING IN SMALL GROUPS

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Successful small group teaching and learning does not happen by chance. Planning for effective small group teaching is as important as planning any other teaching activity. This point sometimes goes unrecognized because learning in small groups can at first glance appear unstructured. Some lecturers are put off by the seemingly informal, loose or open ended nature of small group learning. Others fear this informality will be a recipe for chaos or that the group will develop into a therapy session. All types of teaching must be planned as part of a coherent package, with appropriate use of different methods within each component. This appearance of informality is deceptive. Behind the facade of the informal group lies a backdrop in which all the learners are playing within a known set of rules which are spoken or unspoken. In other words, the creative flow of ideas is possible precisely because the lecturer or leader has a clear framework, deliberately planned to meet the **objectives** of the session. Within this framework students feel sufficiently safe to develop their ideas. Equally important, staff feel safe to try out and practice the skills of small group teaching. Planning for small group teaching may take many forms. It will have much in common with features of planning for any learning occasion. Typically the teacher might consider the intended **learning outcomes,** selection of a suitable type of small group teaching method and learner activity. Beyond these general features the session plan will be dependent upon the requirements of specific disciplines, the culture of the institution, the overall context of the programme or module and the particular learning needs and prior knowledge of the students. Whatever form the plan takes, it is critical that precise intentions for small group work are outlined. It is salutary to ask often whether what is being aimed at, and undertaken in small groups, is qualitatively different from that in other delivery modes. The gains for the students should justify the extra costs incurred. In short, the aims and content of the teaching session should dictate and justify the means. Preparing students to work in small groups can mean providing specific training on how groups work. Such training will develop an understanding that all groups go through a number of stages. Preparation can also mean affording structured opportunities at strategic points within the teaching programme to examine how the group is functioning, what problems exist and how resolution can be achieved.

Such a learning contract is an important way of effecting a safe and supportive learning environment. Establishing the contract may involve tutors and students in jointly:

- setting, agreeing and understanding objectives;

• agreeing assessment procedures and criteria (if appropriate);
• allocating tasks to all participants, tutors and students;
• developing ground rules for behaviour within the group.

The specific method selected for small group teaching will derive from the objectives set. There are many different methods of small group teaching; some methods are more suited to certain disciplines than others. However, few methods are peculiar to one subject alone. A large number of methods can be adapted for use in any subject. It is important to remain flexible and open to try out a variety of methods drawn from a wide repertoire. Some methods are described in terms of a special setting that encourages the application of principles or techniques; for example, brainstorming takes place in a structured setting to encourage lateral thinking and creativity. Other methods are described in terms of their size or purpose.

Examples of working with small groups

• *Brainstorm session* – generation of ideas from the group to foster lateral thinking; there is no criticism of ideas until they are logged.

• *Buzz group* – two or three people are asked to discuss an issue for a few minutes; comments are usually then shared with a larger group.

• *Cross-over groups* – used for brief discussions, then transfers between groups.

• *Fishbowl* – small groups are formed within a large observation group, followed by discussion and reversal.

• *Free discussion* – topic and direction come from the group; the tutor or leader observes.

• *Open-ended enquiries* – students determine the structure as well as reporting back on outcomes.

• *Peer tutoring* – students learn from one another and teach one another.

• *Problem-based tutorial group* – involves small groups using problem-based learning.

• *Role-play* – use of allocated or self-created roles. It is important to facilitate students to enter and come out of role.

• *Self-help group* – run by and for students; the tutor may be a resource.

• *Seminar* – group discussion of a paper presented by a student (note that this term is often used in different ways).

• *Simulation/game* – structured experience in real/imaginary roles. Guidelines on the process are important and feedback is critical.

• *Snowballing* – pairs become small groups and then become large groups.

• *Step-by-step discussion* – a planned sequence of issues/questions led by the students or tutor.

• *Syndicate* – involving mini-project work, followed by reporting to the full class.

• *Tutorial* – a meeting with a very small group, often based on feedback to an essay or assignment (note that this term is often used in different ways).

• *Tutorless group* – the group appoints a leader and may report back; it may focus on discussion or completion of some other type of set task.

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HELPING CHILDREN WITH COMMUNICATION DISORDERS IN THE SCHOOLS

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Speech and language disorders can affect the way children talk, understand, analyze or process information. Speech disorders include the clarity, voice quality, and fluency of a child's spoken words. Language disorders include a child's ability to hold meaningful conversations, understand others, problem solve, read and comprehend, and express thoughts through spoken or written words. The number of children with disabilities, ages 3-21, served in the public schools under the Individuals with Disabilities Education Act (IDEA).

How do speech, language, and hearing disorders affect learning?

Communication skills are at the heart of life's experience, particularly for children who are developing language critical to cognitive development and learning. Reading, writing, gesturing, listening, and speaking are all forms of language – a code we learn to use in order to communicate ideas. Learning takes place through the process of communication. The ability to participate in active and interactive communication with pecrs and adults in the educational setting is essential for a student to succeed in school. Spoken language provides the foundation for the development of reading and writing. Spoken and written language have a reciprocal relationship – each builds on the other to result in general language and literacy competence, starting early and continuing through childhood into adulthood. Children with communication disorders frequently perform at a poor or insufficient academic level, struggle with reading, have difficulty understanding and expressing language, misunderstand social cues, avoid attending school, show poor judgments, and have difficulty with tests. Difficulty in learning to listen, speak, read, or write can result from problems in language development. Problems can occur in the production, comprebension, and awareness of language at the sound, syllable, word, sentence, and discourse levels. Individuals with reading and writing problems also may experience difficulties in using language strategically to communicate, think, and learn. Assessment and treatment of children's communication problems involve cooperative efforts with others such as parents, audiologists, psychologists, social workers, classroom teacbers, special education teachers, guidance counselors, physicians, dentists, and nurses. Speech-language pathologists work with diagnostic and educational evaluation teams to provide comprehensive language and speech assessments for children. Services to students with communication problems may be provided in individual or small group sessions, in classrooms or when teaming with teachers or in a consultative model with teachers and parents. Speech-language pathologists integrate students' communication goals with academic and social goals. Speech-language pathology services can help children become effective communicators, problem-solvers and decision-makers. As a result of services such as memory retraining, cognitive reorganization, language enhancement, and efforts to improve abstract tbinking, children can benefit from a more successful and satisfying educational experience as well as improved peer relationships. The services that speech-language pathologists provide can help children overcome their disabilities, achieve pride and self-esteem, and find meaningful roles in their lives.

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APPLYING COLLOBORATIVE LEARNING IN LEARNING FOREIGN LANGUAGE

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Collaborative Learning brings new roles to the classroom, both for the teacher (and other staff, if present) and for the students. The teacher is no longer in the front and center but must relinquish some of his control or authority over to his classroom and trust that his or her students will do the work necessary to learn the material. The teacher's joh is no longer to stand in front of the class and give a lecture. He or she must now walk among the students, make sure that everyone is active and communicate with them and support them and encourage them while they construct their own knowledge and figure things out for themselves. With a new instructional model the students' roles change drastically. They are no longer expected to simply show up and listen to a lecture while taking notes when relevant. They now explore the material on their own while working with their peers. Johnson & Johnson (1995) set up a table which portrays these new roles in a very efficient manner.

Students enter the language classroom with some previous knowledge about languages, their purpose and their structure, because they already know one language, their native tongue. When engaged in Collaborative Learning students discover the new language and its usages on their own and connect this new knowledge to the language knowledge they possessed prior to entering the classroom.

When forming groups for Collaborative Learning there are some guidelines that should be taken into account to make the learning experience as effective and beneficial as possible for the students. These guidelines include group size, whether to form ability groups, and the difference between homogeneous and heterogeneous groups. Lastly, this section will discuss what Johnson and Johnson call formal, informal and base groups (1994).

When incorporating Collaborative Learning into the language classroom, it must be noted that the sizes of Collaborative groups are important. Groups that have too many members are likely to disintegrate into chaos and lead to inactive members.

To begin with it might be a good idea to introduce pair work, that is, let students work two and two together before increasing group size. This way, students can be eased into working with others. Most teachers and experts on the subject agree that groups of four to six members, is ideal (Center for Teaching and Learning 1999). Most Collaborative Learning Structures recommend using groups of four. With groups of that size it is possible to divide tasks among group members so everyone has some responsibility to bear and it is possible for groups to hold discussion and debateswhere everyone can be heard and everyone's opinion is taken into account. This will be discussed further in a section of this thesis that describes Collaborative Learning Structures. The smaller the group is the greater the individual accountability (Johnson & Johnson 1995). If the groups are small then each person is required to do more work than they would in a larger group and thus their responsibility increases. It is a good idea to keep groups small when incorporating Collaborative Learning approaches into the language classroom. A group of four students affords each member more time to speak in the target language than a group of six would do. Therefore students will have more time to practice speaking in smaller groups than in larger ones.

Constructing groups can be a delicate matter, especially if students are experiencing Collaborative Learning for the first time. In the beginning it may be a good idea to let students choose their own groups. This way, students will team up with people they know and trust. When they have gotten used to working with others the teacher might introduce new ways to construct groups, ways that are more consistent with Collaborative Learning theories. Doing this will allow students to ease into Collaborative Learning and will allow students to work with different people.

The question of ability grouping has never really been laid to rest although most scholars oppose to it. Grouping students together by their learning abilities may not be a good idea. Putting stronger students into one group and weaker students in another will likely result in a great divide in students' abilities at the end of the project. Some research even suggests that ability grouping can have negative effect on learning outcomes as it does not bring about amplified learning achievements but does indeed have damaging outcome on students' self esteem (Frey, Fisher,Everlove 98). However, it has been shown that combining students of different abilities into one group will be beneficial for both stronger and weaker students. Kagan writes that "a meta-analysis of 65 objective studies of peer tutoring concluded that peer tutoring was effective in producing positive academic and social outcomes for both tutors and tutees" (p. 3:3). In other words, when students tutor each other it will be beneficial for both parties involved. Having students of different abilities work together in small groups during language learning can be very useful for all parties involved. Most students will have some knowledge of the language that they can share with the rest of the group, some may have excellent knowledge of grammarand syntax while others may be good spellers. This way students can learn about different aspects of the target language from their teammates.

Johnson and Johnson have identified three types of groups, formal, informal and base groups. Informal groups have a very short lifespan. These groups are typically used for assignments that are meant to last for only a limited amount of time, such as one class period. Johnson and Johnson recommend using these groups to focus students' attention on the material being discussed (1994). Informal groups can very often be seen in language classes where students are meant to work on together on short tasks such as content questions from texts or grammar exercises.

Collaborative base groups usually last for at least one semester. These groups are heterogeneous and have been formed according to Collaborative Learning guidelines. They meet regularly and work together in an effort to help all members graduate, whether it is from a course or school (Johnson & Johnson 1994). Base groups can easily be applied to language studies. Although language studies are not likely to provide a task that will take an entire semester to perform, it is possible to use the base groups to solve a number of assignments throughout the semester. The goal of the base group would then be to make sure that all members become sufficiently skilled in tbe material in qucstion to graduate from the course.

TEACHING ENGLISH THROUGH GAMES

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One useful strategy to encourage learning a foreign languagc is using language games. When using games in the classroom, it is beneficial for teacbers to have a complete understanding of the definitions of games, which usually are defined as a form of play concerning rules, competition, and an element of fun. Teachers should also consider the advantages of games: the ability to capture learners' attention; lower learners' stress; and give learners the chance for real communication. Lastly teachers need to assess hew to use games appropriately in the classroom. It is important to choose an appropriate time and integrate them into the regular syllabus and curriculum.

However, because of the limitations of the syllabus, games often cannot be used. as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class in order to develop learners' English proficiency of the target language. Some teacbers think that language games are a waste of time and prefer not to use them in classroom since games sometimes have been considered only for its one element that is fun. In fact. games can provide English as a foreign language (EFL) and English as a second language

(ESL) learners more than that. Among several strategies used to improve learners' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote learners' language proficiency (Richard - Amato, 1996). This paper aims to give a clear understanding of what games are and why and how games are used in the classroom. Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target Language. Well Chosen games are invaluable as they give learners a break and at the same time allow learners to practice language skills.

Games are highly motivating since they are 5 amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. "Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication." (Ersoz, 2000) Language games are not activities mainly aimed to break the ice between learners or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun." There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their learners, teachers must take many factors into account. According to Carrier (1990) teachers should first consider the level of the game to fit their learners' language level. They should choose the game that fits the purposes of that class or the content.

Moreover, teachers should consider learners' characteristics: whether they are old or young, serious-minded or light-bearted, and highly motivated to learn or not. They should also consider when the game should be used According to Richard-Amato (1996), even though games are often associated with fun, we sbould not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower learners' stress, and give them the opportunity for real communication.

The main reason why games are considered effective learning aids is that "they spur motivation and learners get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses" (Avedon, 1971). Naturally when playing games, learners are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities.

Therefore, it is possible for a teacher to introduce learners to new ideas, grammar, and knowledge and so on. As in the dictation game, learners are so competitive that they want to finish first and win. It can be clearly seen that games can capture learners' attention and participation. They can motivate learners to want to learn more. Moreover, they can transform a boring class into a challenging one.

Another reason why games are often used in language classes is that they lower learners' stress in the classroom. In conventional classrooms, there is a lot of stress put on learners trying to master the target language. Schultz (1988) said that "...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking... ... raise the stress level to a point at which it interferes with learner attention and 6 efficiency and undermines motivation. ..... One method has boen developed to make learners forget that they are in class ....relax learners by engaging them in stress reducing task (games)." There is a high level of stress in the classroom because learners have to face unfamiliar or unknown grammatical structures. words, texts and so forth. Therefore, learners often feel uncomfortable and insecure in class. which inevitably

affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when learners play games, they relax and have fun. Since learners know that they are playing games and want to communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When learners are free from worry and stress, they can improve their fluency and natural speaking styles. Next, learners learn without realizing that they are learning (Schultz, 1988.) For instance, when playing a game called "What Would You Do If?" learners will have to pick one hypothetical question from those that they have written in a box. They might get a question like "What would you do if a lion came into this classroom?" Next they have to pick one answer that they have written before. The answer they get may be "I would be a fly." Usually the question and the answer they get do not match each other, so learners have to use their own imaginations to explain their bizarre answer, and everyone has fun listening to it. The explanation might be "If a lion came into this classroom, I would be a fiy because I am a good person, so an angel would come and rescue me by turning me into a fly." While trying to explain, learners do not worry too much about grammar mistakes because they want to communicate and to explain why it can happen. Aparr from having fun, learners do not worry about errors and punishment; moreover, they will learn a grammatical rule and have a chance to use it.

MOTIVATING YOUNG STUDENTS TO BE SUCCESSFUL IN SCIENCE

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Successful elementary science teaching must include strategies that encourage students to learn the science that will help them in elass and in life. Knowing how to teach young children science is quite different from teaching science at the middle and high school levels. Elementary-aged children's attitude towards science is as important as the science content and scientific skills they must learn. Research findings show that teachers who are effective at supporting learners via the affective domain are also able to show improvements in student learning and academic achievement in science. Making the science real, relevant and rigorous for young children can help them be more successful. The strategies to motivate all students to learn science highlighted in this paper are consistent with current trends and research-based best practices in science education Research on motivation to learn shows that children are attracted to ideas that address both their cognitive and affective needs. Young children are typically already interested in nature, the environment and how things work. It serves elementary science teachers well to take advantage of the "Students' 'funds of knowledge' (i.e., the information and experiences they bring with them to school) can be tapped to encourage and engage them in the science they need to know and be able to do."

Young children's daily realities are fertile ground for helping them observe and understand the world around them. Science assessments that tap into the reality of the students can increase the possibility that students will be successful. For example, having a second success may have been the lack of attention to the importance of rigor in scientists' attempt to understand and explain our world.

A young student's lived experience is an important consideration for teachers as she/he seeks to explain those scientific ideas that are age appropriate. What is relevant to a six year old about forces and motion can be different for a ten year old. Relevance also extends into the arena of questioning, where studects have to be taught bow to pose scientific and investigable questions. However, teachers can take advantage of the inherent inquisitiveness of children to incorporate into the classroom those questions that students will see as natural extensions of the mental gymnastics in which they have already been engaging about their world. Teachers

can use writing in science as a source for increasing student learning. Thus. writing expectations must be clear. For example, students should be given detailed instructions about what their writing and/or sketches and drawings must include to demonstrate their understanding of concepts. In addition, students' writings must also communicate a depth of comprehension that is acceptable to the teacher. Students who are focused on the task at hand tend to lose themselves in the task and are not necessarily focused on the intensity of the activity. This highly focused, mentally intense kind of inquiry can greatly assist students with grasping scientific concepts. In addition to being real and relevant, the science young children must learn has to be rigorous enough to afford the students the opportunity to move forward in their understanding of key scientific concepts (Butler & Nesbit, 2008). These are the same concepts that are assessed on multiple levels, including classroom tests and quizzes, and district, state, national and international standardized assessments. Consider the following fourth grade student's comment to his teacher at the end of the school year about science success may have been the lack of attention to the importance of rigor in scientists' attempt to understand and explain our world. Several components of *National Geographic Science* support motivating young children in science. The Science in a Snap gives the teacher the opportunity to make some quick and real connections to what is forthcoming in the Student Inquiry Book. Those simple activities serve as attention getters and thought stimulators to help students experience real science activities that tie to the content that will be explored. The Student Inquiry Books build on making science relevant to students. They are tied to the unique experiences of children. When looking through the books, students connect to both the text and pictures. The book is seen as relevant to the students' lives and thus becomes a source of motivation for wanting to know more about particular science concepts.

The Open Inquiry activities in the Science Inquiry Books lend themselves to both the relevance and rigor students need to increase their scientific knowledge and skills. These activities give students the opportunity to develop their own questions to investigate. Also included are questions for students who might not he ready to come up with their own questions, but are ready to go deeper in their work.

In conclusion, young children typically have an affinity for nature and science. Connecting the science to be learned to the reality of their lives, the relevance of their age-appropriate experiences, and the rigor of the science concepts can make science come alive in unique and meaningful ways for these children. Finally, the rigor in science is also a critical aspect of the Science Notebooks, where students can document their scientific experiences in ways they think are important to them. In addition, the consistency in recording information in the science notebooks adds more rigor for students, as they consider how the recorded information accents their thoughts

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MAIN TECHNIQUES OF WRITING PROCESS

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Regardless of the type of writing tasks the teacher might favor assigning, a good place to begin classwork is to explore the prewriting stage, the stage prior to actual production of a working text. Because there isn't one composing process, the goal of the teacher should be to expose students to a variety of strategies for getting started with a writing task and to encourage each student to try to discover which strategies (in which circumstances) work best for him or her. Several heuristic devices1 (or invention strategies) which can be explored in class for the purpose of providing students with a repertoire of techniques for generating ideas are the following:

I. Brainstorming: This is often a group exercise in which all of the students in the class are encouraged to participate by sharing their collective knowledge about subject. One way to structure teacher to suggest a broad topic, such as for choosing a particular academic major, and have students call out as many associations as possible which the teacher can then write on the board. The result would be far more material generated than any student is likely to think of on his/her and then all students can utilize any or all of the information when turning to the preparation of their first drafts.

2. Listing: Unlike brainstorming, as described above, listing can be a quiet essentially individual activity. Again, as a first step in finding an approach to a particular subject area (such as the use and abuse of power, to cite an example), the students are encouraged to produce as lengthy a list as possible of all the subcategories that come to mind as they think about the topic at hand. This is an especially useful activity for students who might be constrained by undue concern for expressing their thoughts grammatically correct sentences, because lists do not require complete sentence

3. Free writing: Suggested by Elbow for helping native speakers break through the difficulty of getting started, free writing is also known by various other terms, such as "wet ink" writing and "quick-writing." The main idea of this technique for students to write for a specified period of time (usually about 5 minutes) without taking their pen from the page. As Elbow puts it, "Don't stop for anything. Never stop to look back, to cross something out,. . . to wonder what word or thought to use ... If you get stuck it's fine to write 'I can't think what to say. . . as many times as you like."1 Freed from the necessity of worrying about grammar and format, students can often generate a great deal of prose which provides useful raw material to use in addressing the writing assignment at hand. For EFL students, this technique often works best if the teacher provides an opening clause or sentence for the students to start with. So, for example, if the next assignment is to write a paper about one's personal philosophy of life, a short free writing session can begin with the words "Life is difficult hut it is also worthwhile." The free writing generated after the students copy this sentence and continue to write down whatever comes into their heads can be kept private or shared with other students. It can also be used as the basis for one or more subsequent 5- to 10-minute free writing "loops"2 which are additional free writing sessions starting with whatever key idea derives from material discovered through the process of the previous quick-writing step.

4. Clustering: Another technique for getting many ideas down quickly, clustering begins with a key word or central idea placed in the center of a page (or on the blackboard) around which the student (or teacher using student-gencrated suggestions) jots down in a few minutes ail of the free associations triggered by the subject matter—using simply words or short phrases. Unlike listing, the words or phrases generated are put on the page or board in a pattern which takes shape from the connections the writer sees as each new thought emerges. Completed clusters can look like spokes on a wheel or any other pattern of connected lines.

depending on how the individual associations are drawn to relate to each other. By having students share their cluster patterns with other students in the class, teachers allow students to be exposed to a wide variety of approaches to the subject matter, which might further generate material for writing. Rico notes that clustering allows students to get in touch with the right-hemisphere part of the brain to which she attributes "holistic, image-making, and synthetic capabilities." She further notes that clustering makes "silent, invisible mental jesses visible and manipulable"1

It is very important that students experiment with each of these techniques in order to see how each one works to help generate text and shape a possible approach to a topic. The purpose, after all, of acquiring invention strategies is for students to feel that they have a variety of ways to begin an assigned writing task and that they do not always have to begin at the beginning and work through an evolving draft sequentially until they reach the end. Spack underscores the importance of having students practice a variety of strategies since she observed that none of her EFL students utilized invention strategies presented in the course textbook which they had read about but not practiced. She further notes that students may also devise their own invention strategies once they have learned the value of systematic exploration of a topic. But we must keep in mind the fact, as Reid asserts, that for some students, the strategy of choice may be to produce a text in a linear fashion, possibly generated by an outline prepared prior to writing a full first draft. For some people, she points out, brainstorming can be more difficult than, and not as successful as, outlining.

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THE BENEFIT OF USING PICTURE-STORIES IN LANGUAGE TEACHING

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All English second language teachers can find valuable resource in pictures: drawing, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, table of chart and maps. Wright (1989: 2) says that it not enough for learners to have a competent ability in a language, if they cannot develop a conversation or discussion. In this sense, language teachers have a role as communication teachers and, indeed, as teachers in the broadest sense. It is important to have as wide a range of resources as possible in the classroom so that can have a rich base and stimulus for this development. And the resources must include pictures.Shores (1960: 189) mentions the benefits of picture as follows:

"Pictures can stimulate expression, develop understanding, addspice, and variety to verbal lesson, and provided opportunities, forindividual or group study. Pictures are besides plentiful,inexpensive, and often timely and carefully documented. They present tremendous potential for extending verbal experience, reducing misinterpretation that result from vagueness, assisting in the organization of learning, showing process step by step, revealing comparisons and contras, and visualizing quantitative concept."

Brown and Lewis (1984: 40) state that pictures are able to serve as an international language or medium of communication. If one cannot understand the meaning of foreign

words and then he uses the pictures available, he or she can get information from it. T pictures can carry meanings and tell the story, they should be selected carefully and speci care must be taken to serve typical, understandable, and illustration. Brown and Lewis (198 452) also write the other values of pictures as the stimulus to create expression through spok or written language and others forms, such as drawing, and modeling. Shortly, pictures ha strong influence to stimulate the creativity. Dealing with the vocabulary learning, Brown a Lewis (1984: 449) argue that picture can be extremely important aids to vocabula development and to the presentation of new ideas.

Kemp (1963: 5) states that photographs and pictures could give some benefits a follows:

a) increase the understanding topic
b) add interest to a subject
c) lengthen the retention time of information
d) teach skill effectively
e) contribute to a desirable attitude
f) stimulate the learner action
g) offer experiences not easily obtained in other ways

Pictures then can be expected to help language learners understand broadly the topic.

Stories are frequently claimed to bring many benefits to young learner classroom including language development (Wright 1997 and; Garvie 1990 in Cameron 2001: 160).

Bettelheim (1976) in Cameron (2001: 160) states the power attributed to stories, which sometimes seems to move towards the mystical and magical, is probably generated by their links into poetics and literature in one direction and to the warmth of early childhood experiences in another. He adds stories can serve as metaphors for society of for our deepest psyche, and parent- child story reading can be rich and intimate events that contrast sharply with the linear aridity of syllabuses and some course books(Gartoon and Pratt 1998 in Cameron (2001: 160)).

Wright (1995: 6) suggests the most important reasons why stories should play a central role teaching a foreign language to children. It can be explained as follows:

a. Motivation

In this reason the learners have a constant need for stories and they will always be willing to listen or to read, if the right moment is chosen.

b. **Meaning**

Generally, learners in Junior High School want to understand the meaning in stories. If they find meaning they are rewarded through their ability to undorstand, and are motivated to try to improve their ability to understand even more.

c. **Fluency**

In this aspect the teacher must give more importance to what the child achieves than to the mistakes he or she might make. Stories offer a perfect diet for the buildup of fluency in all four skills.

d. **Language awareness**

Wright (1995: 6) says that stories could give some benefits as follows:

1. help children become aware of the general 'feel' and sound of the foreign language.
2. introduce children to language items and sentence constructions without their necessarily having to use them productively
3. build up the children's reservoir of language in this way

e. **Stimulus for Speaking and writing**

The experience of the story encourages responses through speaking and writing. It is natural to express our likes and dislikes and to exchange ideas and association related to stories we hear or read. In this way stories can be part of a set of related activities.

f. **Communication**

Listening and reading stories and responding to them through speaking and writing, drama, music, and art develop a sense of being and having an audience and of sharing and collaborating. Story sharing builds up this crucial sense of awareness of others.

PHRASAL VERBS AS A SUBSYSTEM OF ENGLISH PHRASEOLOGY

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Phrasal verbs are verbs that consist of a verb and a particle (a préposition or adverb) or a verb and two particles (an adverb and a préposition, as in get on with or look forward to). They have been traditionally considered to be the area of Grammar but in modern linguistics they are considered as individual vocabulary items, to be learnt in phrases or chunks, and constituting a suhsystem of the English phraseology.

They often - but not always - have a one-word equivalent. For example, you can come across a new phrasal verb or you can encounter it. You can pick up a language or you can acquire it. Come across and pick up sound less literary or formal than encounter or aequire. Phrasal verbs are extremely common in English. They are found in a wide variety of contexts. You may have noticed them in songs, for example, in lyrics:

of the **"Beatles":**

I'll get by with a little help from my friends,

Bob Marley's Get up, stand up and

Red Hot Chili Peppers' Knock me down.

You find them in film titles such as The Empire Strikes Back, Spirited Away, Along Came Polly or Cast Away.

Phrasal verbs are common in less formal English but you will also hear or see and need to use them in more formal contexts. They are considered to be the most difficult part of the English vocabulary to acquire in language learning due to their highly colloquial nature. We should try to think positively about them! And, what is important, we have to try not just to understand them, hut also to use them in your own speaking and writing. We should keep an eye open for them whenever we arc reading anything in English and make a note of any interesting ones we find, write them down in a complete phrase or a sentence to fix in our mind how they are used.

In learning, be aware that one of thc special features of phrasal verbs is that some of them have many different meanings - for example, you can pick something up from the floor, you can pick up a language or bad habits.

This aspect of phrasal verbs brought to the opinion that since the meaning is non-compositional and thus unpredictable we should find new methods to reveal their nature. In linguistics phrasal verbs that include a preposition are known as prepositional verbs and phrasal verbs that include a particle are also known as particle verbs. Additional alternative terms for a phrasal verb are compound verh, verb-adverb combination, verb-particle construction, two-part verb, and three-part verb (depending on the number of particles), and multi-word verh.

As this study serves as an experiment for research, quite a large number of phrasal verbs were incorporated into the study according to meaningful and explicable conceptual metaphors. Therefore, for real high school English class, it is suggested that phrasal verbs

should be taught in an opportunistic way: if there are some phrasal verbs in the lesson, the underlying conceptual metaphors should be made explicit to students. Thus, we can stimulate a natural process of acquiring experience and gaining insights into the underlying conceptual metaphors in English phrasal verbs.

Regarding the four language skills, this study only concluded that students' skill of guessing meaning in context can be improved with the application of conceptual metaphor. Therefore, research on conceptual metaphor in productive skills should be of more concern to see whether it can help integrate phrasal verbs into students' active vocabulary domain.

To a greater extension, for future research, similar studies of other particles would provide a much better understanding of English prepositions in order to extend those findings to the far more complex uses of prepositions and phrasal verbs in everyday communication. Some areas that do seem worthy of further investigation are prepositions, idioms, and collocations.

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METHOD APPROPRIATE FOR ADULTS – GRAMMAR-TRANSLATION

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Grammar-translation method is believed to be appropriate for teaching adults. " Demanding a sense of bumour and mobility TPR is a method which doesn't have to suit all of the adults; many of them, especially the older ones, will insist on using grammar-translation methods or at least cognitive methods" (Komorowska, 2005: 35).

This not new method of teaching English was firstly called the Classical Method. This name has special origin; grammar-translation method was used in the teaching of the classical languages like Greek or Latin. This method has been used by teachers for many years (Larsen-Freeman, 2000: 11). Its aim is to teach vocabulary the grammar structures of the target language which will be helpful and useful in reading and understanding English texts. The best way to achieve this is reading and translating texts from the target language into mother tongue and the other way round. Detailed analyzing, explaining and commenting particular grammar structures and rules occur during these exercises. Texts, which are used to practice, are often written by the authors of course books or they are adapted literary texts (Komorowska, 2005: 26). The following features of grammar-translation method also deserve to be described. Firstly, the target language is considered only on the base of the level of the sentence. Secondly, not much, or even no attention, is paid to the spoken language. Thirdly, the necessary thing in this method is the high level of accuracy (Harmer, 2007: 63).

The following techniques are only the part of the whole range of these associated with the grammar-translation method. However, these ones are described by Larsen-Freeman (2000: 19) as useful in this method.

1) translation of the literary passage

Learners are given a reading passage and they are asked to translate it from the target language into their native language. The reading passage can be an extract taken from the target language literature or it can even be a text carefully written by the teacher; if it is written by the teacher the appropriate grammar structures and vocabulary have to be included in it. Learners" translation doesn"t have to be only written, they can translate the passage orally.

Idioms should be translate in a way that shows that learners understand their meaning: not literally.

2) reading comprehension questions

After reading and understanding of the reading passage learners are asked to answer questions, written in the target language, based on the given text. There are three groups of questions: in the first group of questions learners are asked to answer them using the information contained in the particular text. In the second group learners have to answer questions which are not directly placed in the text. Finally, the third group of questions force learners to combine their own experience with the reading text.

3) synonyms / antonyms

The set of words is given to the learners and they are asked to find antonyms or synonyms, depending on what the set of words contains, in the given text. Learners can be also asked to define the set of words using their understanding of the text, it means to use context to get to know the meaning of the words.

4) deductive application of rule

Examples of the particular grammar structures and the grammar rules are presented together. Exception are given to eacb grammar rule. When the rule is understood by learners, they are asked to use it in other examples.

5) fill-in-the-blanks

Some words in sentences are missed. They can appear in brackets. Learners have to insert correct grammar structure or write some parts of speech like prepositions, adverbs or adjectives. All the items in brackets do not have to be in the target language,

6) memorization

Learners obligation is to remember all the possible lists they get from their teacher. Lists can contain vocabulary, which is given in the target language and its equivalents in the native language of the learners, or grammaticai paradigms (i.e. verb conjugations).

7) Use words in sentences

Learners create completely new sentences using new vocabulary or grammar structures. They do this in order to present they understand the meaning and use of those.

8) composition

Writing about a topic using the target language. Learners are given particular topic by the teacher. Topic should be suitable to the lesson. Learners can sometimes be asked to write the précis of the reading passage from the lesson instead of writing a composition (Larsen-Freeman, 2000: 19-20).

In conclusion, some teaching methods of the English language are appropriate for particular age groups. Learners differ from each other and have special needs. The needs should always be provided sensibly in order to encourage learners and do not repulse them. Choosing the suitable method teachers make that the learners enjoy learning and do not associate it with something horing.

DIFFERENT TYPES OF WRITING

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In some ways we can see all writing as being the same. Writing consists of words and these words are put together in particular formations to make sentences. Sentences are then grouped together into paragraphs. Even at this point things begin to get tricky if we think of all writing as being the same. It is quite possible to communicate what we need to say in writing with an incomplete sentence. A good example of this would be a note left for maybe a partner or a work colleague:

Dinner in the oven

Three copies please, asap.

As long as they were in the know, and the context was familiar. people would easily understand these simple messages, but they do not consist of complete sentences. Neither phrase contains a main verb. If we wanted to turn these into formal standard English we would have to say something like:

Your dinner is in the oven.

Please would you make three photocopies of this article as soon as you can.

In these examples 'is' and 'make' are the main verbs of the sentences. Of course when we are writing a quick note to somebody we can still express ourselves clearly despite the fact that words are omitted. One of the reasons for this is that as writers we can reasonably assume that the reader will understand what we are trying to communicate by leaving the note. When we write letters or e-mails to friends we often use a rather informal chatty style and leave out words because the meaning is still communicated clearly. In fact if we wrote to our friends in formal standard English it could sound quite cold and unfriendly. However, in other circumstances we use language in more formal ways, resulting in different types of writing.

Talking for writing. We have said already that working with others can help you to develop and enjoy your writing. There is another reason for working with others, whether as part of your course contact time or in a self-help group, or just informally with a friend: talking about ideas and material from the subjects you are studying is always a good way of learning the subject. It allows you to state something boldly, even if you are unsure about whether it is 'right' or indeed really what you think, and then you can expand and modify it as you get other people's reactions. In talking around a subject you can also raise and explore your own questions, clarify your understanding and discover a variety of other ways of seeing a topic. Talking can help you to develop your writing. For example, tutors sometimes report that when they are giving verbal feedback to a student the student will say 'What I really meant was this. ...' and the tutor says 'Well, that's not what you put in your essay'. The advantage of a tutorial, or any face-to-face contact with your lecturers, is that it gives you the opportunity to ask questions and clear up misunderstandings. If the tutor does not understand you in a seminar then you can always say the same thin in a different way, but when you are writing an assignment you have to let the reader know exactly what you mean through your writing. This is often extremely difficult, particularly as many people find that speaking an idea is generally much easier than writing it.

The following task should help you to explore, for yourself, the relationship between speaking and writing. You will need to work with a fellow student to help you with this task and you will need a tape recorder to record your conversation. This task will be useful practice for drawing on discussions and other 'course-related talk' for your writing.

Speaking and writing. Work in pairs. Think about an assignment that you are having difficulty with at the moment.

Tape yourself (for no more than ten minutes) having a conversation with your friend about the problems that you are having with this piece of work.

When you have finished, both of you should take a blank piece of paper, and without listening to the tape again write about the things that came out in your conversation.

Discuss your writing with your friend. Do you both think that it really reflects what you said?

Listen to the tape again. Is your written record a true reflection of the conversation on the tape? Has making a written record of the conversation changed what you now think about what you said on the tape?

Getting started, keeping going and dealing with writing blocks

I always put off the assignment until the last minute. I simply don't give myself enough time to do a good piece of work.

I just sit there: I can't write anything. My ideas just don't come.

When I am writing my mind just keeps wandering - I can't keep up my concentration.

At this early stage it might be useful for you to anticipate some difficulties with starting and getting on with writing that students frequently experience. Writers traditionally find writing difficult. There is something about the 'blank sheet of paper' that can induce panic. It may make you question whether you can possibly have anything to say that is worthwhile. You may be asking how you can bridge the gap between what is in your head and a complete piece of writing. Most students find getting started on an assignment difficult at some point. They may have spent a long time reading and thinking, and feel that they cannot transform this into a manageable plan for an assignment. If they have tried to make a plan, the step of actually writing might stall them. They may come to a full stop after writing for a while - or think that perhaps they should start the whole assignment again in a different way, when there is no time left.

There are many reasons for finding writing difficult, but probably a fundamental one is lack of confidence and feeling that you don't have anything to say. Almost every writer, experienced as well as inexperienced, seems to face this sometimes. Every new piece of writing seems to be a new chailenge. If you can accept this you might find it easier to cope. In Task 1.1 we asked you to think about some of the ways in whieh you had been used to writing. It is possible that you have been used to a particular type of writing which means that you feel rather blocked when you first approach unfamiliar university assignments. This was the experience of one student who had held a senior position in the health service: she was used to writing comprehensive and detailed reports for management committees but still experienced a writing block when she began her degree. You may simply need more of a sense of method and practice, and many of the tasks in this book are designed to help you achieve this. Try to accept yourself as a writer and acknowledge that getting started is a common problem. Think of being a student in a professional way. You might find studying either more satisfying or more daunting than work you are used to, and you might he expeeted to carry it out more independently; this is all the more reason for treating writing assignments like a job of work. Writing for university is not something you can just expect to come easily but nor should it involve so much of yourself that it is really daunting. In the end you simply have to do it as well as you can, accepting that, like any other activity, you will get better as you go along. Accept, too, that everybody works differently.

As you get more experienced you will gradually build up confidence in your own methods and approaches to writing. Always remember that having difficulty with writing does not reflect on you as a person or on your general ability to study. Put effort into your assignment but accept that it might be criticized (and tutors are not always expert at being tactful in these matters). Try to learn from their comments and accept that they are not criticizing you as a person or as a student. Remember that writing is fundamentally a way of learning as well as a way of producing an assignment for assessment. Some of your struggle with writing and getting started will be tbe result of tackling new material in new ways, as part of the learning process, so that even if you have difficulties with your actual writing it does not mean that you are not making progress with your learning.

It is also important to accept that the 'rhythm of writing' varies rather unpredictably. Sometimes you seem to be achieving a lot, sometimes very little. Sometimes, if you keep going even when you don't seem to be achieving much, suddenly you can have a breakthrough and it becomes easier again. If today everything seems to be slow, tomorrow the benefits of your hard work will show, and you find you can achieve a lot in a very short time. Develop realistic strategies, for example about what reading you are able to do in the time available.

Make time for initial planning and for the final stages of redrafting and editing your work, as well as for the writing. There are many parts of writing assignments that you can do in smallish bits but for writing the whole thing you really need an uninterrupted period of time.

Although we suggest that you should see writing as something like a job of work, try also to think of ways of making it enjoyable. Working with other students can be really encouraging. You might also want to think of ways of playing around with writing, for instance, brainstorming or making diagrams or mind maps to get down your ideas; there are examples of these throughout the book. What is more, we should emphasize that despite - or perhaps because of - the difficulties, learning to express and develop your ideas in writing can be satisfying and rewarding. A student who comes to think of berself as a writer at university can feel like a new person.

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STYLISTIC PROBLEMS OF TRANSLATION

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The problem of translation equivalence is elosely connected with the stylistic aspect of translation – one cannot reach the required level of equivalence if the stylistic peculiarities of the source text are neglected. Full translation adequacy includes as an obligatory component the adequacy of style, i.e. the right choice of stylistic means and devices of the target language to substitute for those observed in the source text. This means that in translation one is to find proper stylistic variations of the original meaning rather than only the meaning itself.

For example, if the text *You'll see...everything will be hunky-dory* is translated in a neutral style *Кўрасан...хаммаси яхши бўлади*, the basic meaning will bo preserved but the colloquial and a bit vulgar connotation of the expression hunky-dory will be lost. Only the stylistically-correct equivalent of this expression gives the translation the required adequacy: *Кўрасан ...хаммаси тип-топ бўлади.*

The expression of stylistic peculiarities of the source text in translation is necessary to fully convey the communication intent of the source text. Special language media securing the desirable communication of the text are called stylistic devices and expressive means.

First of all, a translator is to distinguish between neutral, bookish and colloquial words and word combinations, translating them by relevant units of the target language. Usually it is a routine task. It sometimes is hard to determine the correct stylistic variety of a translation equivalent. But, as in almost all instances of translation, the final decision is taken on the basis of context, situation and background informarion.

For example, it is hard to decide without further information, which of the English words – *disease, illness*, or *sickness* – corresponds to the Uzbek words, *бетоблик* and *касал бўлмоқ*.

However, even such short contexts as infectious disease and social disease already help to choose the appropriate equivalents and translate the word disease as *инфекцион касаллик* and *ижтимоий касаллик*, accordingly.

This example brings us to a very important conclusion, that style is expressed in a proper combination of words rather than only in the stylistic colouring of the individual words.

Stylistic devices are based on the comparison of primary (dictionary) meaning and that dictated by the contextual environment; on the contradiction between the meaning of the given word and the environment; on the association between words in the minds of the language speakers and on the purposeful deviation from accepted grammatical and phonetic standards.

The following stylistic devices and expressive means are most common and frequently dealt with by the translators of publicistic style texts.

Metaphor is the transfer of some quality from one object to another based on resemblance, in other words, on a covert comparison: *He is not a man, he is just a machine*; *the childhood of mankind*; *the dogs of war*; *a film star*.

Not only objects can be compared in a metaphor, but also phenomena and actions: *Some books are to be tasted, others swallowed, and some few to be chewed and digested* (Bacon); *virgin soil*; *a treacherous calm*.

A trite metaphor is one that is overused in speech, so that in has lost its freshness of expression. Such metaphors often turn into idiomatic phrases, fixed in dictionaries: *seeds of evil*; *a rooted prejudice*, *a flight of imagination*, *in the heat of argument*; *to burn with desire*, *to fish for compliments*.

Usually the metaphors (especially, cliches) are rather easy for translation: they are translated either by keeping to semantic similarity, e.g., *ray of hope – умид учқунлари*, or by choosing an appropriate pragmatic equivalent, e.g., *flood of tears – кўзёшлар дарёси*.

As a rule, translators keep to literal translation when translating the cases of metonymy. For example, *crown* (= the royal family) is usually translated as *корона*, *hand – қўл* (e.g. in He is the right hand of the president).

Irony is based on simultaneous realization of two opposite meanings: the stable, direct meaning of the words and their contextual (covert, implied) meaning. Usually the direct meaning in such cases expresses a positive evaluation of the situation, while the context contains the opposite, negative evaluation: *How delightful – to find yourself in a foreign country without a penny in your pocket!*; *The Holy Alliance (Russia, Prussia, Austria) was minded to stretch the arm of its charity across the Atlantic and put republicanism down in the Western Hemisphere as well as on its own* (Goldwin Smith).

Cases of irony do not present a serious problem for translation and the approaches similar to those mentioned above (semantic or pragmatic equivalence) are commonly used. For example, the ironical expression paper war may be translated as *қоғоз уруши* or *қоғозлар уруши*.

Zeugma is a stylistic device that plays upon two different meanings of the word (the direct and the transferred meanings), thus creating a pun. This comes from the use of a word in the same formal (grammatical) relations, but in different semantic relations with the surrounding words in the phrase or sentence, which is a result of the simultaneous realization (in one text) of the literal and figurative meanings of a word: *A leopard changes his spots as often as he goes from one spot to another* (spot = 1.дог; 2. жой); *At noon Mrs. Turpin would get out of bed and humour, put on kimono, airs, and water to boil for coffee* (O. Henry); *He has taken her picture and another cup of tea*.

Here again the translator's task is to try to render this ironical comment either by finding a similar irregularity in the target language or, failing to show a zeugma and irony of the author, stick to the regular target language meaning (i.e. separate the two actions *У уни сурамга олди ва бир пиёла чой ичди* or try to render them as a zeugma as well *У сурамга тушурди ва пиёладан бир култум чой ичди*).

Semantic and syntactic irregularities of expression may be used as a stylistic device called transferred qualifier. A good example of this device is *He paid his smiling attention to*

her – here the qualifier smiling refers to a person, but is used as an attribute to the state (attention). The translator's task in this case consists in rendering the idea in compliance with the lexical combination rules of the target language. For instance, in Russian it may be expressed as Жилмая туриб, у сезди

A translator is to be ready to render dialect forms and illiterate speech in the target language forms. It goes without saying that one can hardly render, say, cockney dialect using the target language dialect forms. There is no universal recipe for this translation problem. In some cases the distortions in the target grammar are used to render the dialect forms but then again it is not 'a cure-all' and each such case requires an individual approach.

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WRITING FOR DIFFERENT COURSES

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One of the most difficult things to learn about being a university student is how to tackle the variety of different written assignments that you will be asked to complete throughout the course. Normally, when we think of writing at university we think about 'how to write an essay'. In fact traditional essay writing may be only one of many types of writing that you will come across during your studies. You may be asked to write reports or to write about your subject area from a particular point of view, for example in a journalistic style or for a professioual audience. You may be required to write a summary, an evaluation of a piece of personal research, a commentary or a critique of a book or article (see Chapter 10). In this chapter we will be thinking about some of the different types of writing that students have been asked to do and hope to get you thinking about the writing that you have come across at university so far. Different types of writing require different approaches. Before you can adequately complete a piece of written work you have to find ways of unpacking what that particular piece of work is likely to entail.

Ways of writing. If you are writing in a way with which you are familiar, you will be able to go through this unpacking process without even thinking about it. A good example of this is to think about letter writing. Most of us send letters at some time in our lives. If you write a letter to a friend then you are likely to find that writing it comes quite easily to you. However, if you had to write a letter of condolence to the same friend then you would probably find yourself having to think very carefully, not just about the wording but about what you wanted to communicate in the writing. It is very likely that you would be aware of the possible responses that your friend would be likely to have to reading your letter. In contrast, you may at times have to write a letter for a job application, a letter of complaint to the local council or to your bank manager to ask for an overdraft. Each type of writing would be different but it is not very easy to identify why each is different from the other, or more importantly what new strategies you are adopting as you begin to write. When we write we are - often subconsciously - thinking about our audience; we draw from an enormous lexicon of words to express what it is that we wish to communicate to the person, real or imagined, who is going to read what we have written. Sometimes the 'ground rules' of what to write seem very clear and explicit. In other circumstances we find ourselves floundering around trying to work out what might be appropriate ways of writing.

Different perspectives. Writing in different ways and for different purposes does not just involve using different vocabulary. It is about the way that ideas are ordered into sentences and paragraphs to communicate to the reader of each particular piece of writing. At university the way that we write about something is determined by the assignment title within the discipline or subject which we are studying. One useful way of thinking about the different writing requirements of our courses is to think in terms of 'fields of study' rather than disciplines or subjects. The traditional academic disciplines are much less clearly defined than they were in the past, and so it is difficult to say specifically how you are expected to write in, for example, history, English or psychology. The way that you will be expected to write depends very much upon the particular orientation of the course and what degree programme you are following. For example, you may find yourself studying issues concerning the environment from a geographical, social, cultural or biological perspective, depending upon the particular course or unit that you are undertaking. The way in which you will be expected to write about environmental issues depends not on the subject area, 'environmental studies', but on the specific orientation of the course and the academic staff who designed it. In a similar way, a student in her first term at university was asked to complete the following written assignments, which were all being taken within an English degree programme:

Provide a semiotic analysis of a visual image of your own choice, explaining possible denotational and connotational meanings, and showing how specific features of the image contribute to these meanings.

- Write an essay of about 1500 words reviewing a current London production in the light of the perspectives offered by the unit.
- Write a detailed account of your reading of one of the poems from the anthology, showing how that reading is influenced by one of the following: your race; your class; your gender; your education.
- Choose one novel which you have studied on the unit and making use of one or two secondary critical texts, offer a critical discussion of ways in which the novel of your choice has been read by another critic.

Although they were all assignments from English-based courses, the student had to approach each piece of writing in a different way, drawing on different kinds of source material and different types of analysis for her final writing. In the first she was required to analyse an image (possibly an advertisement), and, therefore, in her writing it was necessary to take on some new and complex vocabulary, and to use this to move back and forth between the image and her interpretation of it. (We talked about using new terminology in Chapter 2.) In the second, although she was directed to write an essay, she actually had to write something more akin to a theatre review. In the third case, she found herself having to incorporate some of her own experiences into her writing, whereas in the last assignment, although she was able to make her own choice of novel, the emphasis was on the secondary sources from other authors which would inform her analysis. Each piece of writing was asking her to look at the area of knowledge - the novel, the poem, the play and the visual image - in a particular way and from a particular perspective.

The quotes from tutors below show some of the ways in which tutors in higher education have described their disciplines and what they are looking for in their students' written work. It is important to remember that these are individual tutors talking about what they see as necessary in a good piece of student writing. *We arenot describing specific, definitive ways of writing these particular disciplines.* The purpose of these quotes is to help you to see that you, the student, are often being asked to write in many different ways as you move from one written assignment to another.

Students come into my course from many different backgrounds - sociology, anthropology, psychology, history, philosophy, American studies - and because of this they

often have a lot of problems with their writing. Basically, I am looking for a traditional essay format and am particularly concerned with getting students to tease out the logic of an argument and look at the relationship between premises and conclusions. I often find that students under-analyse things and that their own voices are not heard in their writing. Writing essays is all about different strategies of interpretation and students find this difficult. In one of the courses I teach some of the students from social science subjects are very inexperienced at using the personal in their writing. Some of the students from English or history do not really know how to interpret the particular texts we use in this course in their writing.

(Politics tutor)

The students who are doing courses from the humanities in conjunction with this course seem to have some difficulties with their essays. In their other courses tutors are looking for spontaneity, personal reactions and something original. Those who come from social sciences write in a more organized but rather conventional way; they are better at developing an argument and using data to illustrate the argument. I am looking for something else again but I am not looking for a fixed style. Basically, the style of writing should be related to what students are saying. Adopting a personal perspective can be useful in essays but it is never more than a take-off point, and is something to incorporate into the main body of the essay from other materials that they have read. Your own experience can illustrate interesting points but cannot possibly do more than that. Some students keep intervening in terms of their own personal likes and dislikes and find it difficult to distance themselves from their own opinions. This is not really acceptable but students can give an anecdotal example to help bring out a point, particularly if it fits in with other examples and can show that this illustrates the point that they are trying to make. In this way they can incorporate the personal. An increasing tendency is for students to write safe essays based on basic facts. A good essay has to have structure and content and be well argued but apart from that there are not any strict guidelines about how to write an assignment. By the final year I would expect my students' writing to be about processing information, not just the facts.

(Social anthropology tutor)

Some students tend to 'copy' rather than express themselves in their writing. Law requires information processing and analytic skills and students have difficulties with using their legal knowledge to work through the argument to a legal solution. Sometimes we use sample answers which deal with the substance of a legal point; the sample answer deals with the substance of the legal point but not with issues of style and presentation. In student writing the use of correct terminology is very important - for example, in civil law you cannot say X is guilty, you must say X is liable. This sort of thing is very important for students to get right in their writing. In critical legal studies students are not just learning but evaluating and deconstructing many of their own ideas. In the first year they unravel and evaluate critically what those ideas are, and in the second year they are evaluating the law and whose interest is being protected.

(Law tutor)

Students have difficulties with organization and knowing how to use primary texts. They often fail to build the essay around the text. They need to be able to organize an argument, answer the question and learn to play with the terms of the question. There is a need to be able to find appropriate quotations, and once students have the quotes they should use these for analytic purposes or to further an argument. One of the problems with 'post-structuralist' theories in the humanities is that writing such theory takes you away from where the students are. Students exposed to these discourses begin to parrot

these discourses. We do need to find ways of introducing students to these discourses without their parrot-phrasing it in their own writing.

(English tutor)

The assessments include problem-solving exercises, writing essays, practicals, answering short questions, mini-tests, theoretical projects and a comprehension exercise. We are testing the students' ability to read and critically evaluate a paper, and their writing and comprehension skills. Students are also asked to write an abstract for talks they are giving. There are no clear guidelines for written work but it has to have some structure and content and be well laid out and argued. In some essays we are looking for factual information and in others looking at things in much broader global terms. By the third year writing is much more about how students are processing the information and not just the facts.

(Biology tutor)

What you should notice as you read through the comments of these tutors is that they are all asking for something slightly different from their students' writing. In other words, there is no one way of academic writing. It is important to keep this point in mind as you approach each new written assignment. As we said, one of the best ways of finding out what is required for any particular piece of written work is to ask your tutor. Since your tutor is most likely to be the person to mark your work it is useful to establish what her guidelines are about written work. Your tutor will probably have set 'office hours' when she will be able to answer students' queries. Increasingly tutors are also making their e-mail addresses available to students.

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HOZIRGI ZAMON TILSHUNOSLIGIDA SINONIMIYA HODISASI

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Sinonimiya hodisasi tilshunoslikda atroflicha o'rganilgan masalalardan biridir. Lekin tilshunosligimizning hozirgi kungi taraqqiyoti sinonimiya hodisasini nafaqat leksik, balki grammatik jihatdan ham tadqiq etishni taqozo etadi. Ayniqsa, bu hodisani til va nutq bosqichida o'zaro aloqadorlikda tadqiq etish uning o'ziga xos yangi-yangi xususiyatlarni ochib beradi. Chunki sistem leksikologiya va hozirgi semasiologiya hamda onomosiologiya tilshunoslikda mufassal tavsiflangan lug'aviy sinonimiya masalasini yangi nuqtai nazardan tadqiq etish muammosini o'rtaga qo'yadi. Shuning uchun bu hodisani til va nutq bosqichida o'zaro aloqadorlikda hamda qarama-qarshilikda (oppozitsiyada) tahlil qilish zarurati yuzaga keladi.

Til bosqichida sinonimiya hodisasi muayyan qolip sifatida mavjud bo'lib, atash va ifoda ma'nosi bilan umumiylikni hosil etadi.

Sinonimiya hodisasini leksik sathdagi xususiyatlarini to'rt xil yondashuv asosida tahlil etish an'anaga aylangan. Ma'no tomondan bir xilligi, o'zaro paradigmada erkin almashinishi. uslubiy o'xshashligi va kontekstual-matniy bog'liqlik kabi asoslar orqali leksik sinonimiya tadqiq etiladi.

Mantiqiy bog'liqlik asosida ajratilgan sinonimlar nutqiy jarayonda nutqiy vaziyat bilan bog'liq bo'lgan ma'nolar o'xshashligi orqali belgilanadi. Shuning uchun ularni sinonimlar deb

atash mumkin va ularni ba'zi ishlarda denotativ sinonimlar deb ham ataydi hamda lis sinonimiyadan bir muncha cheklanganligi uqtiriladi.

Sinonimiya hodisasiga kategoriya sifatida yondashilsa, uning lisoniy, mazmuni paragmatik kategoriya ekanligi aniq bo'ladi. Lisoniy kategoriya sifatidagi sinonimiya paragmat sinonimiya bilan o'zaro teng munosabatda turmaydi. Ularni bir uyani hosilqilish asoslari ha turlicha bo'ladi. Leksik sinonimiya lisoniy kategoriya sifatida belgilanib, umumiy atash ma'no bilan bir uyani tashkil etadi. Pragmatik sinonimiya esa mazmuniy kategoriya bo'lib, so'zlarni nutqiy vaziyatda anglatgan ma'nolari o'zaro teng kelib qolishi orqali bir uyani tashkil etadi.

So'zlarning nutqiy jarayon bilan bog'liq holda anglatgan ma'nolari okkozional ma' bo'lib, boshqa nutqiy vaziyatda ushbu ma'no bilan ishtirok etmaydi. Hattoki, atash ma'nosig o'xshamagan ma'no kasb etishi ham mumkin. Bunday holatning yuzaga kelishiga nutqiy jarayo nutqiy vaziyat, nutqdan tashqari ohang, imo-ishora, so'zlovchi va tinglovchi o'rtasida shartnomaviy munosabat ta'sir etadi. Masalan: muvozanat so'zi-leksik jihatdan jismlarni qarama-qarshi yo'nalgan teng kuchlar ta'siridagi tinch, turg'un holati; qarama-qarshi kuchlarni tenglashuvi, uyg'unlashuvi tufayli sodir bo'lgan nisbiy turg'unlik, osoyishtalikni ifodalayd Ushbu so'z muayyan nutqiy vaziyatda "munosabat" so'zi bilan sinonimik uyani tashkil etish mumkin: Tabiat hodisalari o'rtasida munosabat-tabiat hodisalari o'rtasidagi muvozanat.

Ba'zan o'zaro bog'liqlik asosida sinonimiyani tashkil etadi. Shuning uchun ularni barchasini bir umumiy nom pragmatik sinonimiya nomi bilan umumlashtirib, uning ichid turuvchi mikrosistemalarning o'ziga xos tomonlarini yoki farqlanuvchi xususiyatlarini och berish hozirgi kunda dolzarblik kasb etmoqda. Xullas sinonimiya hodisasini onomasiologik tahli uning o'ziga xos yangi qirralarini ochib beradi.

Til sintaktik strukturalarida kuzatiladigan sinonimiya quyidagi vositalar yordamid amalga oshiriladi. Gap tarkibida to be yoki uning ekvivalenti ishlatilganda kesimn murakkablashtiruvchi element vazifasida sifat, sifatdosh va bolatni bildiruvchi so'zlar ishlatilish mumkin. Bunday murakkablashuv jarayoni ad'ektiv murakkablashish deb ataladi.

Murakkablashtiruvchi elementuing ega bilan kesim o'rtasida nomustaqil aloqasi borlig haqida *to be* fe'lining tushirib qoldirish holatlari xabar berishi mumkin-ki, bu narsa kesimnin asosiy qismi be+sifatdosh II strukturasi bilan ifodalanganda sodir bo'ladi. Masalan:

None of the injuries was believed serious= None of the injuries was believed to be serious

Tarkibida ad'ektiv murakkablashtiruvchi elementi bo'lgan sifatlar orasida o'zlarining strukturaviy va semantik xususiyatlariga ko'ra bir-biriga farq qiluvchi qator turlarini ko'rishimi mumkin.

1) Tarkibida sub'ekt va ish harakat o'rtasidagi munosabatning ehtimolligi yoki haqiqatg to'g'ri kelish-kelmasligi modal baho beruvchi murakkablashtiruvga ega bo'lgan kesimla Ad'ektiv element sifatida bu yerda quyidagi sifatlar ishlatiladi: *sure, certain, likely* va hokazolar Masalan:

Everything is sure to be there.

Tarkibida bu turdagi murakkablashtiruvchining kesimiga ega bo'lgan gaplarg nominalizatsiya transformatsiyasini tadbiq qilish mumkin.

He was certain to come=His coming was certain.

He was certain to come=It was certain that he would come.

2) Infinitiv tomonidan ifodalangan ish harakat bilan munosabatda bo'ladigan sub'ektning jismoniy, ruhiy yoki boshqa shu kabi tabiatni bildiruvchi murakkablashishiga ega bo'lga kesimlar, bu yerda murakkablashtiruvchi element sifatida ishlatiladigan leksik birliklar qato avvalgi guruhga qaraganda ancha keng. Ularning semantikasida farqlar va ularning strukturaviy jihatdan ifodalanishi bu guruhni yanada maydaroq turlari bo'lishi imkoniyatini yaratadi.

a) Murakkablashtiruvchi elementning ma'no bildiruvchi qismi ish harakat bajarishning zaruriyat, imkoniyat va qobiliyatni bildiradi. Bu guruhga *able, unable, capable,* fra

welcome,bound kabi sifatlar kiradi. Masalan: *Then she would be able to enjoy holiday in peace. The flirtation is bound to end pretty soon.*

b) Murakkablashtirishning ma'no bildiruvchi elementi sub'ektning ish harakatiga bo'lgan munosahatining ruhiy harakterini ochib beradi. Bular jumlasiga *glad, sorry, ashamed* va hokazo sifatlar kiradi. Masalan: *Dr.Kroll will be happy to show you the hospital itself later. She was eager to tell me.*

Murakkahlashtiruvchi elementning morfologik tabiatidagi farqlar (ya'ni sifat yoki sifatdoshlar) gaplarning mos keluvchi kesimlarini teng kuchli transformatsiya qilishining imkoniyatini belgilaydi. Masalan: *He was happy to come=To come made him happy. He was amazed to see that=To see that amazed him=It amazed him to see that.*

v) Bu guruhdagi murakkablashuvning tarkibida sifat suh'ektga infinitive tomondan anglashilgan ish harakat bilan aloqador bo'lgan qandaydir oh'ektiv xususiyatini hildiradi. Bu murakkablashtiruvchilar vazifasida quyidagi sifatlar ishlatiladi: *quick, slow, fit, at, ready.* Masalan: *He was quick to seize on this expected gesture of friendliness.*

Bu o'rinda (b) va (v) guruhlari o'rtasidagi chegara har doim ham aniq bo'lavermaydi va ma'nolar o'rtasidagi farqni har doim ham topish oson bo'lavermaydi hamda infinitiv tomonidan anglashilgan ish harakat nisbatan sub'ekt egallangan pozitsiyani bildirsa, ikkinchi ma'noda esa u sub'ekt va ish-harakat o'rtasidagi munosabatning ob'ektiv belgisini hildiradi.

g) Murakkablashuv ma'no bildiruvchi elementi – sub'ektda sodir bo'ladigan ish harakat natijasida topilayotgan belgi yoki xossani bildiruvchi sifat bilan ifodalangan. Bu haholar so'zlovchining sub'ektiv xarakteristikasi bo'lib, tabiatda yoki ob'ektiv borliqda u har doim ham to'g'ri bo'lib chiqmasligi mumkin. Bu holatda anglashilayotgan ma'no suh'ektga "yorliq" tarzida yopishtirilayotgan bo'lishi mumkin.

Xulosa sifatida shuni aytish mumkinki, bu turli guruhlarga kiritilgan gap strukturalari tashqi o'xshashlik ostida semantik strukturalarda muayyan farqlar mavjudki, ular tahlilining transformatsiyasi ravshan ko'rinadi.

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READING AS PART OF WRITING

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Many, if not most, students find reading difficult when they first begin to study at university. This is partly because the material can seem rather unfamiliar, both in terms of the terminology that is used and because of the ways in which ideas and concepts are written. This can make reading academic texts seem very different from the kinds of reading that students are used to. If you are more used to novels, newspapers or reports then, if you want to be able to make the best use of what you read, you will need to learn new strategies for university.

One of the techniques of writing successfully in an academic environment is to be able to integrate the important points of what you have read into your own writing. To do this it is necessary to have a clear picture of what you have read, and this in itself entails active and focused reading. The tasks in this chapter will help you to work on making the best use of your reading, through examining different ways that you - the reader - can approach written texts. This is an important point to remember. Just as we have described and talked about different ways of writing, so we also want to introduce you to different ways of reading. The way that

you read a text depends on your previous experiences of reading and the way that you adapt these to the new kinds of reading that you will be doing as a student. This is why one of the first tasks in this chapter is designed to help you to think about varieties of reading and how you may find these similar or different. Academic reading is often hard work and we hope that as you work through the tasks you will find ways which help you to unpack the text and make the most use of what you read in your assignments. We cannot emphasize enough just how important reading is if you are going to write successful assignments. There are few short cuts, but there are ways of making it more manageable and using your time more effectively. Reading is always an integral part of student writing; therefore we think that it is worth spending some time developing strategies which will help you to make the best use of your reading.

Approaching reading. With academic reading it is necessary to maintain a constant grip on what the author is saying. Yet, many academic texts are densely written in unfamiliar ways which make them much more difficult to manage than, for example, a novel or a magazine article. Although sometimes there may be reasons why you need to skim-read an article or book, this is likely to be only to get the general gist of what is being said, as a strategy for deciding whether it is appropriate reading material or not. In general, skim-reading is not a useful strategy for reading as a student, but you may well be used to doing this in other contexts, for example, skimming through a newspaper article, or skipping through a novel, not bothering much about learning or pronouncing the names of characters or places, and paying little attention to some of the more complicated parts of the plot. You may also be used to skim-reading when you're surfing the web. So now, instead of skim-reading you will be developing ways of concentrating on large chunks of quite dense text and making sense of them. Even though you may only be concentrating for short bursts of time, it is likely that you will find it necessary to concentrate more intensely than you usually do when you are reading. This is why creating the right environment is an important part of approaching your reading. No student can make much sense of her reading unless she can create conditions where she can concentrate effectively on the task in hand. You will need to find the reading environment that suits you best. The list below gives you a few ideas about what may be important, but you will probably want to add to it or modify it to decide what would be best for you.

Creating the right reading environment:

- Try to set aside reading time when you will not be interrupted.
- Try to find a physical environment that is conducive to reading: perhaps at home or maybe in the university library.
- Make sure, before you start reading that you have all the things you might want to use for taking notes and highlighting: A4 paper; index cards; different coloured pens; highlighters; sticky notes or even a laptop computer.
- Make sure that you are comfortable and can write notes from your reading without feeling cramped.
- Take frequent short breaks and during this time try to digest what you have read.
- Don't expect to be able to make any useful sense of your reading if you are tired, stressed or constantly interrupted.

If you have family commitments you may have to readjust your time priorities and think through how you will fit in your reading time. **Choosing your reading for an assignment.** The initial stumbling block that most students face is choosing their reading. You will remember that this was one element of analysing the assignment. The first thing to do is to consult the reading list for books and articles that seem relevant to your particular assignment. Doing a library search, by key words or subject, is also useful if the references on your reading list are already on loan from the library. Your tutor should also be able to advise you as to

which are the most relevant publications or websites Once you have got a few references you need to be able to decide which will be the most useful to you. At this stage it is important that you pay particular attention to the signposting in the book; this will tell you how the book deals with the subject matter that is relevant to your assignment. Starting with the index, look up relevant words and subject areas until you find the parts of the book that seem most important. Turn to these sections and chapters. Using the section headings as signposts, skip through and see if it looks as if the book deals with the subject matter in a way that will be relevant for your assignment. Do not choose the book if it doesn't seem to be appropriate to your assignment. You may find that you choose a publication that is not as relevant as you first thought. If this happens then leave it to one side and find something relevant for you. There is no point trying to adapt reading material to an assignment when it is not suitable for answering the question. This is a common trap that students fall into. Obviously, it is not always easy to get the general idea of a book by skimming through the headings in a chapter, but spending a little bit of extra time working with the index and checking different sections of the book, before you actually start reading, will ensure that you do not waste so much time reading inappropriate material or trying to adapt what you have read to your needs.

Working with your reading. There seem to be two major difficulties that students have when they are reading academic books and materials. One is struggling with the ways in which things are written. The other is the length of time that things can take to read. Many students express surprise at the need to make repeated readings of the same material. We cannot stress enough that you are likely to find yourself having to read things more than once, and this is in no way to be seen as strange or unusual. Academics themselves find it necessary to 'repeat-read' articles and books. This is in part due to the dense nature of such texts and the fact that so many ideas are packed into the text. To put it another way, ideas are embedded in the text and it can take a lot of rereading to unravel them so that they feel clear and understandable. The first task in this chapter is designed to help you to see the differences between types of text and identify what you might find particularly hard work about an academic text that you have to read.

Thinking about the different texts. Of course the texts that you have chosen to look at will have different features and your list will not be the same, although there are likely to be some similarities with our example. However, whatever the kinds of text chosen, thinking about the differences that you have identified can help with your reading. If you can see why you find reading a particular article, chapter or book difficult - in other words, what it is about the text and your reading of it that makes it hard - then you are half way to solving the problem. Think again about why a particular piece of reading seems difficult. Is it because the sentences are very long? Is it because there are a lot of new and unfamiliar ideas being explained? Is it because the vocabulary is new to you? Is it a combination of all three, or is there something else that makes it difficult for you? For example, you may disagree with the ideas expressed in the text and thorefore become irritated or bored when reading it. If this happens try to use the text constructively. Examine what it is that you do not like about the text. Think about why you disagree with the author. Sometimes you will find yourself having to read a text that you just do not get on with because it is essential reading. The section below on 'fitting together' reading should help you tackle a piece of reading despite your initial responses to it.

We hope you will feel less daunted at the idea of reading for your assignments and will have had the time to experiment with some of the approaches that we suggest. If you have been working through this book from the beginning, you should now have a clear sense of what is involved in the early stages of the process of writing your assignment.

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IMPORTANCE OF USING MASS MEDIA IN THE CLASSROOM

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Using various kinds of Media in the classroom has always been a challenge and how to bring these Media in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom.

It has been almost ten years that the following questions have always been in scientists' mind:

- How can Media help our students speak more?
- How can classroom Media presentations help our students speak freely?
- How can we help our students not to forget what they learn through Media?
- How can we exploit a piece of learning material offered by various Media?

Through research work of scientists on a post-doctorate Fulbright Program and long experience of scientists with student teachers, scientists have found some answers to the above questions but scientists are sure there are many other ways, hundreds to maximize the effectiveness of Media in the classroom.

Here are some findings and answers to the questions:

- Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities.
- A clear example are Power Point presentations, which help students, speak freely, eye contact, organize ideas. Through Media Presentations, there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive.
- There is so much information available at the click of a mouse but at the same time, you have the feeling that there is little memory space in the brain and students may forget everything, so, try to select the most important things and review and review until they are located in the long-term memory.
- We can exploit a piece of learning materials offered by various Media in several different ways through: Analyzing a text in the book, reading and generating ideas from a text in the newspaper or magazine, Watching and discussing a TV program or a movie, classroom presentations, Exercises and activities using various kinds of Media, pair and group work, Reconstructing the text based on the above information brought from different Media, engaging students in useful writing and revision activities, etc.

Once we mention the phrase "Multimedia in Education", it comes to our mind technology, computer, Internet, etc.

On one hand, we are right because nowadays the phrase "Technology in Education" has become the 'buzz' word in every educational environment. We the university teachers should think how to help student teachers to use Media successfully in their future career, especially think of what is practically hidden behind them.

On the other hand, "Multimedia in Education" does not only mean computer and internet. We should not forget the use of other media, as each of them gets priority every now and then while being used in the classroom.

Why are the Media Important? Media are important because we get to know the world through using them; we understand the world and try to change it.

Media Education is important because it develops students' creative powers for those images, words and sounds that come to the students from various Media. Thus, creating more active and critical media users, who will always be more demanding in the future?

Media Education has to do with film and television, press and radio, their impact on the students' progress. It has to do with what to teach through media, when and how. Its aim is to enable students to develop critical thinking, analyzing and reflecting on their experiences while using various means of Media.

Media Influence is Pervasive and Persuasive. Media today have an enormous impact. They have become so important that it is rarely that we can live without them. Every morning we may wake up with the radio music in the background, or we play a tape while having shower or being dressed. Someone may run to the PC or laptop to check the mail or the news. On the way to school or work, we may grab a newspaper and have a look at the headlines. At school, we may go to the library and consult a lot of books and magazines for our research project. At home, we may watch television for a while, etc. Each of these experiences puts us in contact with a medium, or channel of communication. Radio, books, records and tapes, newspapers, magazines, movies, television, on-line media, new media, all these are called mass media, they reach many people at one time.

In the years to come, media will become more pervasive. Understanding them and their influence will be crucial to wise use.

So, as said above, every day, everyone is affected by the Mass Media in some way or another, when you study a textbook for school, when you turn on the radio in your car, when you see a movie on TV, etc. The collective effects on society of all these media choices are tremendous; some times we are not aware of.

Despite the criticism of the mass media, most thoughtful persons agree that mass media do a superior job in reporting the news and informing the public. It's our task as teachers to help students and pupils understand this information, transmit it to the coming generations and try to use it for education purposes.

Mass media provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They also provide students with lots of inside and outside classroom activities, promoting extensive reading by giving the students the confidence and the ability to continue their reading outside the classroom and above all, they enhance motivation. Media keep us informed about what is happening in the world, they extend our knowledge and deepen our understanding.

In conclusion, nowadays we know the information is abundant, it comes through different sources, but we should try how to benefit from this information, how to learn about specific issues, how to become aware of problems, opportunities and resources, how to find issues we are interested in, how to identify the issues that have impact on us, etc. Therefore, it is easy to get this information but it is difficult to choose and more difficult to bring it to the classroom.

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EFFECTIVE WAYS OF TEACHING WRITING

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Teaching writing is challenging; it may be one of the toughest jobs a teacher faces. If you're teaching in a middle school or a high school classroom, you know the depth of the challenges that large classes, students whose first language isn't English, and excessive absences present for teaching and learning anything. Too many teachers work in schools become blocked with test-prep demands and follow-the-script teaching expectations. It's not much of a surprise, then, if some teachers try to avoid writing instruction entirely while others adopt the latest "Teach Writing Quickly!" off-the-shelf product to make their lives a little easier.

Effective teaching of writing takes time:

- time for practice;
- time to share writing;
- time to complete pieces of writing;
- time to respond to;
- and evaluate all of that writing.

Many teachers feel extremely worried teaching writing precisely because it takes lots of time, in class and out. In addition, the kids may be tough to reach, the curriculum is demanding, and conventional class schedules are not particularly amenable to the teaching of writing. Your frustration is justified. You could certainly choose a formulaic, by-the-numbers path to any writing that you require students to do. No one is likely to blame you, call you on the carpet, or lament what might have been if the circumstances were different.

Becoming a successful teacher of writing is a journey. We want to help you avoid the mistakes that many teachers before you including us made as they tried and failed to teach writing well. After years of teaching writing and English, we still have doubts and uncertainties about our teaching abilities. These doubts drive us to experiment, read new research, alter our strategies, devise new materials, and learn as we teach. We continue to learn how to coach writing more effectively. If we cease to learn, we are committing personal and professional suicide.

Almost every human child learns to speak without formal instruction. Some researchers such as Noam Chomsky suggest that we are hardwired for language. Learning to write and read learning to be literate requires training beyond what comes naturally, however. As we learn to write, we certainly tap into our innate, hardwired language-creating abilities.

As we become more adept with language, we realize that we have word-choice and sentence-structure options; we have choices about tone and form and style. With this increased knowledge and ability comes the necessity to think carefully and select among those options. Much research suggests that we think in a *recursive* manner: Our thinking cycles back on itself in metacognitive, incremental ways. For example, we reflect on our past and present teaching

and writing experiences, try to bring them alive on the page, and extract beliefs and principles from them—and then we keep writing and reflecting some more. Writing has the potential to be *permanent*, to reside in a written text such as a book. It can resist the obliterating flow of time in ways that spoken words, words that we hear and then are gone, cannot. Writers create. We work a bit like sculptors, giving to shapeless clay or rough stone our steady and patient attention. Though revision and crafting, writing and rewriting, writers smooth the rough edges in our texts. We shape, sharpen, and strengthen our thinking. Form and meaning emerge in our writing just as works of art take shape under the sculptor's tools and hands.

Each student has a story to tell and something to say. All kids have unique and worthwhile thoughts and language in their heads. They all, however reluctant, can be enticed to negotiate the difficult processes of bringing their inner language to the page or computer screen. Likewise, teachers can acquire the skills of an effective coach, nurturing students' meaning-making processes.

To teach writing well, we don't look someplace "out there" for rules, formulas, and mimicry. We begin, instead, by teaching students to attend to their inner language, to their individual sensations, perceptions, emotions, incipient understandings, observations, and perspectives. Writing, like all other acts of creation, develops from the inside out.

Although it's important to teach writing from the *inside out*, much of how young people are educated and so much of how they learn to see themselves in the world involves taking the "outside in." Even though we're well into the twenty-first century, many school experiences are still based on very traditional, nineteenth-century assumptions about learning. You know how this looks. Teachers dispense information; students listen, take notes, and complete their homework assignments. At the end of the unit lurks a test, so students go through that old ritual of study and memorization. A passing score on the test demonstrates they've remembered enough to move forward, and the cycle begins again.

Unless a student lives life completely off the grid, dealing with the "outside in" is a daily, even hourly, challenge. American consumer culture targets teenagers as valuable customers, as consumers who can be swayed by a pervasive stream of visual messages to eat, wear, buy, play, watch, listen, say, do, and think as socio-corporate culture dictates. The digital, plugged-in, smart-gadget nature of contemporary youth culture sells *cool* to kids at the risk of tampering with an adolescent's emerging sense of identity. The "outside" messages barrage the senses, sometimes altering or affecting a teen's "inside" self-confidence.

There is a time and place for bringing "outside" pop culture influences "in," but pop culture, by definition, is transient; it isn't a way of life. The same principle applies to writing instruction. Young writers need to learn about themselves and discover who they are, what they think maybe even *that* they think before they have something authentic and interesting to say. When young writers are just starting out, they respond best to an approach that views them as thinking, expressive individuals possessed of a naturally creative spirit, not as test-taking automatons. They benefit from an approach that calls upon your essential self and best teaching practices to work with them from the *inside out*.

In short, teaching writing can be frustrating and challenging, but it can also be rewarding and a breath of fresh air in a rather stagnant educational context. A prerequisite for teaching writing well is a belief that writing *can be taught*. When you have tried but failed to see progress in your students' writing abilities, it's easy to succumb to the old thinking that writers really are born, not taught. Good writers have the writing gene; being able to write is in their DNA—or else it's just missing. God created some people to be writers and others to be architects. Those creative accidents of the deity just show up in third-period class, all bright and articulate, and they whip out amazing pieces of writing without needing much from us as their teachers and writing tutors. That ideal is not reality for all of our students—just ask any teacher. Fortunately, there's another way of thinking about students as writers.

Our fundamental belief throughout this book is that all students have unique thoughts and language in their heads, that they have personal experiences, stories, and ideas worth sharing. All students benefit from being encouraged to write, to bring the language in their heads onto the page or computer screen. We believe that we can be effective teachers of writing and help our students become better writers, no matter how reluctant they may be and no matter how many doubts they and sometimes, we might have.

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TYPES OF DIFFICULTIES OF ENGLISH LANGUAGE

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English is among the most widely used languages in the world. It is the preferred mode of communication in international travel and global business. However, there are particular nuances in English that may make it difficult to learn for foreigners. These difficulties lie in the fundamental unique characteristics English has against other languages.

Pronunciation is particular in Engiish, as there are no set rules for pronouncing a specific letter. For example, vowels can differ given the slightest change of context. In the sentence, "A farmer's job is to produce produce," the "o" in the first "produce" is a short vowel while the second "o" is a long vowel. The student has to know common sentence structure and both noun and verb definitions of the word "produce" to accurately read the sentence.

There are particular consonant combinations unique to the English language. Friction words, for example, require different parts of the mouth to touch to make a specific sound. Most words with the letter "th" fall under this category. The "th" sound needs the tongue and teeth to touch. These sounds are unnatural in other languages and may be easily mispronounced.

English has numerous rules and exceptions for verb tense form. For example, the root word "sing" has different forms in past tense "sang" and past perfect "sung." Some words do not change at all. For example, the root word "read" is written the same way regardless if it is past or present tense but is pronounced differently.

Some languages do not distinguish between genders at all. For example, Mandarin Chinese only uses one term for "he" and "sbe" with the distinction being completely based on the context. Other languages, such as German, have three genders: masculine, feminine and neuter. Moreover, gender culture is also deeply infused in certain English slang terms. The statement, "You throw like a girl," would not make sense for foreigners who have different or no particular views on women.

When learning English in a particular regiou, the natural tendency is to pick up that region's accent. These accents have their own pronunciation styles and slang associated with them. For example, the New York acoent is widely recognized in mainstream media. Even though the words and grammar stay relatively the same, there is a distinct style of pronunciation of certain vowels, such as "a" and "o." While it is not necessary to learn all the acoents, it may be difficult to distinguish the same words from one accent to the other. Different areas of Phonoiogy That Make Learning English Difficult The sounds of spoken English includes the pronunciation of both individual letters and combined letters.

English phonology refers to the various words, sounds and noises that make up the spoken English language. From the "th" sound to the sound of the single "x", the English

language contains a significantly large number of sounds. which have changed throughout history as the language has developed. Learning English may be difficult for individuals depending on what their native language may be. In general, five areas of phonology give everyone a bit of difficulty. What are different areas of phonology, that make the Engiish Language hard to learn?

The English language contains a variety of sounds that may not be found in other languages, making it very difficult to learn. For example, the sound "th," cannot be found in other romance languages, making it difficult to pronounce for non-English speakers. In addition. the abundance of consonant combinations. in combinations such as "rt" or "pt", give speakers of Chinese or Korean particular difficultly. as a result of the fact that their language does not contain these consonant pairings.

Loanwords, or words from another language that have been integrated into English, contain confusing spellings, pronunciations and meanings. The interaction of individuais and cultures creates these loanwords. For example, "milieu," "status quo," and "zeitgeist" are all examples of foreign words that have become a part of the modern English language.

The fact that different forms of the English language are spoken in different areas of the word makes learning English phonology partieularly difficult. British and European pronunciations may be vastly different from American ones and forms of English in New Zealand or Australia may be unlike either of these two. In addition to differences in pronunciation, spelling inconsistencies across continents may pose issues for English speakers. For example, "color" in American may be spelled "colour" in the United Kingdom. These all offer a phonological obstacle for those who want to master the language.

Two final things that make English phonology difficult are inconsistent spellings and pronunciations. Spelling, which acts as a key for pronunciation, has numerous inconsistencies in the language. For example, "passion," "fashion," and "station" have the same pronunciation in their final syllable, but they have three different spellings. This causes difficulty for those who are pronouncing written words. Differences in pronunciation also pose problems, with words such as "mature." Some would pronounce the word "mah-choor" while others would say "mah-toor." Punctuation and spelling are two obstacles for those who wish to learn English.

English usage can also be formal and informal. Formal English is the language of the mass media, education, business, economy, commerce, technology, science, etc. Informal English includes colloquial, slang and dialect usage. It is harder for foreign learners to master informal than formal English vocabulary.

In conclusion, I believe vocabulary is the most comprehensive and most difficult aspect of English for foreign learners to master thoroughly. They should concentrate first on learning the most frequently used and therefore most important English vocabulary for their practical real life needs. Multiple sense English words and synonyms (words with a similar meaning) present special difficulty for foreign learners. Other difficulties with learning and using English vocabulary include fixed word collocations, phrasal verbs, idioms, proverbs and regional differences in vocabulary usage. There are differences in English usage in English-speaking countries in terms of spelling, pronunciation, vocabulary and grammar. I know some specialized books dealing with British and American English differences. Thematic general English dictionaries combined with English synonym dictionaries are a valuable tool for mastering English vocabulary logically, comprehensively and intensively for real life needs of learners. Extensive reading on a variety of topics is another effective method for expanding English vocabulary knowledge by learners of English.

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THE FUNCTIONAL STYLISTICS AND DIALECTOLOGY ARE IN PRONUNCIATION OF AMERICAN ENGLISH AND BRITISH ONE

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The problem of the work is concerned with varieties of English in different regions of Britain and various countries of the world. It is quite clear of course that dialectology is inseparably connected with sociolinguistics, the latter deals with language variation caused by social difference and differing social needs; it studies the ways language interacts with social reality.

Pronunciation is probably one of the hardest skills in English to learn. It takes a lot of time and effort to improve your pronuneiation. Soine non-native speakers live for a long time in an English-speaking country but still have poor pronunciation. Other speakers seem to pick up English pronunciation with little effort, and some may do so without visiting an English-speaking country at all! Nobody knows quite why this happens. Perhaps it is because some speakers have a better 'ear' for languages than others? But age and previous language learning are also thought to be factors, as well as having a sense of 'musicality'. And of course, you are likely to improve your pronunciation more quickly if you are doing plenty of listening and speaking. This is why it is so crucial that you speak as much English as you can outside the classroom.

Having said this, it is certainly not necessary to have native-speaker-like pronunciation. Your accent is part of you and your culture and there is no need to lose it entirely. In fact, you probably wouldn't want to. The real key to baving good pronunciation is what we call 'comfortable intelligibility'. In other words, the person or people listening to you should be able to understand what you are saying with minimal strain. This is something completely different from losing your accent entirely.

Now in conclusion it would he a perfectly natural thing to say that language in serving personal and social needs becomes part of the ceaseless flux of human life and activity. Human communication cannot be comprehended without recognizing mutual dependence of language and context. The mystery of language lies, if nowhere, in its endless ability to adapt both to the strategies of the individual and to the needs of the community, serving each without imprisoning either. This is what makes sociolingnistics as a science so important. In this book, though, we shall focus our attention on territorial modifications of English pronunciation viewing them as an object of sociolinguistic study.

It is common knowledge that over 300 million people now speak English as first language. It is the national language of Greal Britain, the USA, Australia, New Zealand and Canada (part of it).

English was originally spoken in England and south-eastern Scotland. Then it was introduced into the greater part of Scotland and southern Ireland. In the 17th and 18th centuries it was brought to North America (mainly from the West of England). Later in the 18th and 19th centuries English was exported to Australia, New Zealand and South Africa owing to the colonial expansion. A flow of emigrants who went to invade, explore and inhabit those lands came mostly from the south-eastern parts of England.

English became wide-spread in Wales at about the same time. Welsh English is very similar to southern English, although the influence of Welsh has played a role in its formation.

Then in the 20th century American English began to spread in Canada, Latin America, on the Bermudas, and in other parts of the world. Thus nowadays two main types of English are spoken in the English-speaking world: English and American English.

According to British dialectologists (P. Trudgill, J. Hannah, A. Hughes and others (61, 78) the following variants of English are referred to the English-based group: English, Welsh English, Australian English, New Zealand English; to the American-based group: United States English, Canadian English.

Scottish English and Irish English fall somewhere between the two being somewhat by themselves.

On the whole this division seems rather reasonable and the «English» types of English will be treated first in this book, though it is safe to say that English, Welsh English, Scottish English and Northern Ireland English should be better combined into the British English subgroup, on the ground of political, geographical, cultural, psychological unity which brought more similarities than differences for those variants of pronunciation.

To our regrets, the lack of space gives us no chance to describe all the territorial and national variants of English pronunciation.

As was mentioned before, BEPS (British English Pronunciation Standards and Accents) comprise English English, Welsh English, Scottish English and Northern Ireland English (the corresponding abbreviations are EE, WE, ScE., NIE).

The American variant of English has been very thoroughly described by many prominent scholars both in this country and in the USA. In this book, however, we shall try to follow the conception introduced by A.D. Shweitzer in his sociolinguistic approach to the treatment of contemporary speech situation in America.

The sociolinguistic situation in the United States is very complicated. It is molded by certain linguistic, cultural, historic, demographic, geographic, political and other factors.

Generally speaking, the situation in the USA may be characterized as exoglossic, i.e. having several languages on the same territory, the balance being in favor of American English.

It is true, of course, that the formation of the American Standard underwent the influence of minorities' languages, but its starting point was the English language of the early 17th century. However, time has passed, American English has drifted considerably from English though as yet not enough to give us ground to speak of two different languages. Thus we speak of the national variant of English in America.

American English shows a lesser degree of dialect than British English due to some historical factors: the existence of Standard English when first English settlers came to America, the high mobility of population, internal migrations of different communities and so on. As regards pronunciation, however, it is not at all homogeneous. There are certain varieties of educated American speech. In the USA three main types of cultivated speech are recognized: the Eastern type, the Southern type and Western or General American.

DEVELOPING CRITICAL LITERACY SKILLS

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Developing critical literacy skills is a major challenge for teachers who train students for a world that is saturated with information. A major part of the challenge is to show students how a text, in all its forms, carries subtle messages regarding relationships of power, often justifying social inequities. Many researchers suggest that by integrating critical literacy into daily classroom activities, teachers can help students understand how texts are constructed and how authors are able to influence their understanding of the world.

Children's literature is an ideal resource for helping children develop critical literacy skills because it encompasses tales, poetry, novels, comic strips, documentaries and activity books for a diverse range of learners. Further, as Morgan, who works in one of the London Universities, argues, books for children of all ages are infused with cultural values of society and contribute to the transmission of ideologies from one generation to the next. Given that equality of the sexes is one of the foundations of our democratic society, it is important to support students in developing their critical literacy skills by considering the values and ideologies inherent in the representations of femininity and masculinity in books written for children.

It is worth mentioning that in great number of books for children the concern of gender relations among children is thoughtfully revealed. Thus, we may say that gender representation in children's literature is very important. Children's books mirror the values and images transmitted to children by adults. They act as vehicles for passing ideologies from generation to generation. By carefully examining collections of literature from various perspectives, researchers have been able to identify and describe the ideologies inherent in representations of gender. Several researchers note that there is a greater emphasis on male characters in children's literature.

Moreover, while male characters are represented in roles associated with power and success, female characters are more often represented in domestic or subordinate roles. Recent studies report similar results, showing that little has changed in this regard. It has been observed by a lot of researchers that male dominance is even found in books in which the characters are animals. Thus, stories that anthropomorphic animals do not resolve the issue of sexism; gender asymmetry is greatest in animals that are ascribed human traits. These traits are often exaggerated so as to unequivocally convey femininity or masculinity. For example, adult females are often depicted with exaggeratedly long eyelashes, a pearl necklace and an apron. Adult males are often depicted sitting in an easy chair with glasses and a newspaper. It was noted by scholars that the types of animals used to represent characters also vary according to gender: mice are most often used to represent female characters and bears are most often used to represent male characters.

Few studies have been conducted on gender representation in Canadian children's literature. However, one study on this subject found that, much like in foreign children's literature, significant asymmetry exists. For example, an analysis of the illustrations contained in books that have won Governor General's Literary Awards of UK shows that female characters are under-represented, except in domestic activities. Conversely, very few male characters are depicted performing domestic activities; they are most often depicted engaging in leisure activities or in professional activities. In another study on sexist stereotypes with respect to parents, it was found that, over the years, images of mothers have continued to be traditional, whereas images of fathers have evolved somewhat, though father characters continue to be less engaged with children than mother characters. These studies suggest that children's literature conveys masculine and feminine stereotypes. Thus, it is natural to analyze the works that show the impact of sexist representations on child development.

Dafflon Novelle who has been dealing with this topic for a few years in one of the American Universities explains that a child's gender identity forms gradually through interactions with others and exposure to media, including books. Witnessing the beliefs and values that prevail in this social context, a child forms simplified representations of the roles and attributes associated with masculinity and femininity. When these beliefs and values convey sexist stereotypes, they are likely to create a dichotomy in the child's mind in terms of the traits, such as appearance, physical and intellectual abilities, areas of interest and occupation that he or she associates with each gender. A child will scrutinize his/her

environment in search of "rules" he/she feels the need to conform to and use them as the foundation to build his/her gender identity.

In children's books, masculine and feminine gender representations offer children self-images for the present and the future. Books that convey sexist representations have damaging effects on both boys and girls, although girls suffer more of the consequences. For example, a stereotypical representation of occupations and professions along gender lines encourages girls to choose traditionally female fields of employment, which often leads to situations in which they are subordinate. Correspondingly, stereotypical representations observed in children's literature may prevent girls from realizing their full potential because they deprive them of positive, powerful alternative models. To address these crucial issues it is essential to read and analyze critical reviews of children's literature. It could be more effective if critical literacy is discussed in the classroom.

Critical literacy may be defined as a lens, or overlay, for viewing texts that becomes a regular part of classroom practice. This process helps the reader discover that texts are not neutral. By taking the social, political and economic conditions in which texts are produced into account, the reader is able to identify the power relationships, inequities and injustices they may contain. In a critical literacy process, the teacher's role is to support students in taking an inquiring and analytical approach to reading. Teachers encourage students to move beyond the literal meaning and determine both what has been said and what has been left unsaid in order to analyze and evaluate the author's meaning and intent.

In conclusion, we may say that gender equality is an important value in our society. Children's literature is an important tool for socialization; it has the power to influence a child's gender identity construction and to influence social relationships among tomorrow's adults. Children must be exposed to books that break stereotypes. And yet books that contain stereotypical representations may continue to be a part of the literary corpus for children because, in spite of this shortcoming, they may inculcate other important values that support harmonious relationships in society. Through the development of critical literacy skills, students learn to decipher the symbols that denote the power relationships, inequities or injustices that they witness, not only in relation to sexism, but anywhere where discrimination may exist. This skill will help them to develop thought processes that will enable them to understand societal issues and to become engaged citizens in a democratic society.

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MULOQOT STRATEGIYASINI BELGILASHDA SOTSIOLINGVISTIK OMILLARNING ROLI

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Adabiy faoliyat doirasining kengayishi, milliy til variantlarining umumlashuvi, adabiy til va dialektlar orasidagi farqlarning kamayishi, tilning "kasbiylashuvi", ya'ni ma'lum faoliyat sohasi talablariga moslashuvi kabilar ham til madaniyatining shakllanishi va rivojlanishida o'z aksini topadi. Umuman olganda, til normalarini aniqlash va farqlashda quyidagi holatlarga asoslanish mumkin:

1) Til ko'p qatlamli, ko'p qismli qurilmadir, biroq u yaxlit voqelik sifatida doimiy rivojlanishda bo'ladi va har doim muloqot jarayonining qiyinchiliksiz ro'y berishini ta'minlash qobiliyatiga ega;

2) Til normalari til tizimida mavjud bo'lgan imkoniyatlar ichidan tanlab olingan birliklar majmuasidir;

3) Til normasi muayyan uzusga asoslangan;

4) Til normalaridagi o'zgarishlar mazkur tilde so'zlovchi jamiyat a'zolarining kommunikativ ehtiyojlari o'zgarishlari tufayligina yuzaga kelishi mumkin;

5) Til voqeligida muloqot muhitiga mos holda farqlanadigan norma qator o'ziga xos belgilarga ega bo'lgan o'lchamdir;

6) Til normasini farqlash va uning xususiyatlarini tushunish uchun farqlovchi belgilar ikki asosiy turda bo'lishini unutmaslik zarur:

a) sohalardagi farqlar bo'yicha (dialect normasi, so'zlashuv nutqi normasi, adabiy til normasi); b) xususiyatiga ko'ra farqlash (variantli va variantsiz normalar, zaruriy va fakultativ normalarva hokazo).

Til madaniyati – sotsiolingvistik hodisa sifatida majmuaviy xarakterga ega. "Til madaniyati" tushunchasining o'zida, birinchidan, til tizimi va kommunikativ faoliyat o'rtasidagi munosabatlarning, ikkinchidan, til tizimida ijtimoiy va nutqiy faoliyatning individual xususiyatlari dialektik tabiati o'z aksini topgan. Til madaniyatining yuqorida qayd etilgan tamoyillariga shaxsning umumiy xususiyatlarining tarkibiy qismlari deb ham qarash mumkin. So'zlovchi shaxsning til madaniyati maqomini o'rganishda esa, uning ijtimoiy-madaniy qoidalarga qanday rioya qilishi hisobga olinadi. Bu qoidalarni belgilashda shaxsning yoshi, jinsi, ma'lumoti, ijtimoiy kelib chiqishi, ijtimoiy va iqtisodiy holati kabilar inohatga olinadi. "Til madaniyati"dan farqli olaroq, lisoniy "muloqot madaniyati" tushunchasi quyidagi xususiyatlari bilan xarakterlanadi:

1) Bu tushuncha lisoniy faoliyatning ikki turi, ya'ni nutq yaratish va uni tushunish jarayonlarini nazarda tutadi;

2) To'liq nutqiy axhorotlarga taalluqli bo'ladi (ma'lum mavzuga oid matnlar);

3) Matnda bir emas, bir necha tildagi axborotlarning ishlatilishi kuzatiladi.

Keyingi davrlarda lisoniy muloqot madaniyatiga turlicha nolisoniy faktorlarning ta'siri kuchaymoqda. Bular qatoriga jamiyatdagi ijtimoiy va kasbiy munosabatlarning murakkablashuvi, mehnat faoliyatining o'zgarishi, adresatga nisbatan diqqat-e'tiborning oshishi, ifoda vositalari zahirasining boyish kabilar kiradi. Muloqot madaniyati kommunikantlar harakteri bilan yoki muloqot vaziyatiga iloji boricha ko'proq elemantlarning qo'shilishi bilan bog'liq bo'ladi. Bu o'z navbatida ijtiomiy hayot ko'zgusi bo'lgan lug'atning lisoniy-madaniy rivojlanishiga olib keladi. Hozir u kundalik hayotdagi evfemizmlar va siyosiy muloqot jarayonida kong qo'llanilayotgan konnotativ baholash birliklari hisobiga faol rivojlanmoqda. Masalan, ingliz tilida *fat* (yog'li, semiz) so'zi evfemistik usulda hoshqa so'lar bilan almashtirilmoqda. Mabodo, gap kiyimning hajmi (razmeri) haqida ketsa, quyidagi ifoda vositalari qo'llaniladi: qizlar uchun – *churbette*, o'g'il holalar uchun – *husky*, erkaklar uchun – *portly*, ayollar uchun- *women's sizes*. Qiyoslang: Ayollarning kichik razmerli kiyimlarini ifodalash uchun – *"misses"* or *"junior"*.

Bundan tashqari, lisondagi ifoda imkoniyatlarining kengligini so'zlaroing ko'p vazifaligida yoki polisemantik xususiyatlari namoyon bo'lishida ham ko'rish mumkin. Binobarin, o'zbek tilshunoslari M.Mirtojiev ba N.Mahmudovlar "oltin" so'zining nutqiy tuzilmalarda epitet (sifatlash) vazifasida qo'llanishida ifodalanadigan ma'no hususiyatlarini quyidagicha izohlashadi: *Yerdagi oltin soch va porloq yulduzlar nurini ichamiz* (H.Olimjon) gapida muallif sochning rangini ifodalamoqchi bo'lsa, *"Shu oltin damlarni sezardim tanho"* (G'ayratiy) gapida shoir "qadrga egalik" va "xuzur-halovatli" onlarni eslatmoqchi. Xuddi shuningdek, *"InimYo'lchi, oltin boshing bor"* (Oybek) va *"Kam bo'lmang, oltin so'zlarni*

aytdingiz" (I.Raxim) tuzilmalarida qimmatchilik, aqllilik. nasihatomuzlik mazmunlariga ishora bor.

Tilning madaniy mazmunini ifodalovchi muhim xususiyatlar qatoriga uning erkin ishlatilishini (o'zi ifodalaydigan narsaga nisbatan hech qanday fizik va biologik ramziylikning yo'qligi), mahsuldorligini (jumlalar tuzish imkoniyatining cheklanmaganligi), semantik universallik (ifodalaydigan fikrning mavzusi chcklanmaganligi), qatlamlarning siljishini kiritish mumkin. Oxirgisi axborotni makon va zamonga nisbatan befarq uzatish mumkinligini ifodalovchi universal xususiyatlaridan biridir.

Til umumiy va xususiy kategoriyalar bilan ish yuritish qobiliyatiga ega. Biroq borliqni til vositalari bilan ifodalash u yoki bu predmet va hodisaning belgilarini turlicha idrok qilinishi natijasida turlicha kechadi. Til taraqqiyotining hozirgi bosqichida me'yorlashuv, namunalashish, tabaqalanish, "intellektuallashuv", globallashuv, internatsionaliashuv va demokratlashuv kabi turli jarayonlar kechmoqdaki, ularning umumiy til tizimiga, u nutqiy muloqot faoliyatiga ta'siri bir xilda kechmaydi. Me'yorlashtirish yoki standardlashtirish so'zlashuv tili va yozma til uslublarini bir xil qolipga tushurish, ular orasidagi farqni yo'qotish harakatidir. Bunda adabiy tilning dialektlarga ta'siri va o'zaro ta'sir natijasida hududiy dialektlarning asta-sekin yo'qolishi ko'zda tutiladi. Bu xildagi jarayonning boshlanishi badiiy adabiyot tilining "kambag'allashuvi" uning grammatikasi va lug'atining namuna va norma vazifasini bajara olmay qolishiga sabab bo'ladi, insonlar badiiy adabiyotdan ko'ra matbuot, radio, televidenenie, reklama tiliga ko'proq duch kelishadi. Natijada ommaviy axborot vositalari tili bilan adabiy til normalarini muvofiqlashtirish muammosi kelib chiqadi. Bunday global hodisalarning asosiy sababi mehnat faoliyati jarayonida integratsiyadir va bu esa, o'z navbatida, muloqot faoliyatini jadallashtiruvchi qandaydir bir "umumiy til" yaratish zaruratini ilgari suradi. Tilning tabaqalanishi esa sotsiojektlar (Muayyan hududdagi bir guruh bir yoshdagi, bir xil madaniyat darajalaridagi odamlarning muloqotidagi o'ziga xoslikdir), "professiolektlar" (ma'lum shakldagi mehnat faoliyati bilan shug'ullanuvchi kishilarning muloqot tili) kabi qatlamlarning farqlanishidir.

Til taraqqiyotidagi bu an'ana ilmiy-texnikaviy taraqqiyotining, yangi kasblar, zamonaviy kommunikatsiya vositalarining vujudga kelishi natijasidir. Masalan, Hozirgi davrda dunyodagi barcha tillarning lug'at tarkibida yangi atamalarning yaratilishi, sinonim, omonim so'zlarning keng tarqalishi, kontekstual ma'no rolining oshishi bilan bog'liq lug'aviy tabaqalanish hodisasi keng tarqalmoqda.

Xulosa qilib aytganda, tilning internatsiouallashuvi tufayli umumiy tilning bir necha tillarda mavjud bo'lgan, bir xil shakl va ma'noda ishlatuvchi yangi so'zlar bilan boyishi kuzatilmoqda. Tillarning internatsionallashuvida ingliz tili muhim o'rin tutadi. Lotin, yunon va boshqa tillar asosida ham yangi internatsional so'zlar vujudga kelmoqda.

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ТУРЛИ ТИЗИМЛИ ТИЛЛАРДА ИЖТИМОИЙ-СИЁСИЙ ЛЕКСИКАНИНГ ЛИНГВОМАДАНИЙ ХУСУСИЯТЛАРИНИ ЎРГАНИШНИНГ НАЗАРИЙ МАСАЛАЛАРИ ҲАҚИДА

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Дарҳақиқат, XX аср охирига келиб, тилшунослик ва маданиятшунослик фанлари оралиғида янги йўналиш лингвомаданиятшунослик пайдо бўлди. Лингвомаданиятшунослик тилда маданиятни акс этишни ўрганувчи тилшуносликнинг мустақил соҳаси сифатида эътироф этилдн.

Тилда ижтимоий ҳодисадир.У халқнинг турмуши ва маданияти билан боғлиқ ҳолда ривожланади. Жамиятда юз берадиган барча ижтимоий-сиёсий воқеалар ўзгаришлар даставвал, тил лексикасида ўз аксини топади. Шундай экан, тилдаги юз берган ўзгаришларни ўрганиш тилшунослик фани олдида турган муҳим вазифалардан ҳисобланади.

Республикамиз давлат тизимини ислоҳ қилиш асосан ривожланган давлатлар тажрибасига, бир неча минг йиллик тарихга эга бўлган миллий давлатчилигимизнинг бой меросига асосланган ҳолда амалга оширилмокда.

Ривожланган мамлакатларнинг сиёсий давлат тизимини ўрганиш, уларнинг амалий тажрибасини илмий, ижодий томондан ўзлаштириш тилшунослик фани олдига инглиз, ўзбек ва рус тилларидаги ижтимоий-сиёсий лекмсикани қиёсий аспектда ўрганишдек ўта муҳим масалани қўяди. Бундан ташқари, хозирги кунда дунёнинг кўплаб илғор мамлакатлари билан ижтимоий-сиёсий, иқтисодий ва маданий алоқалар ўрнатилмокда.Бундай алоқалар аввало сиёсий ҳужжатларда ўз аксини топади.Уларни ҳар томонлама пухта ишлаб чиқишга эришиш кўп жиҳатдан тилшуносликнинг замонавий йўналишлари ва методлари асосида инглиз ва рус тилларидаги сиёсий соҳа терминалларининг лингвистик ва лингвомаданий хусусиятларини қиёсий ўрганишни тақозо этади.

Маълумки, ижтимоий-сиёсий лексика асосан жамиятнинг сиёсий тизими, сиёсий ҳаёти, давлат ҳокимияти ва унинг ички ҳамда ташқи фаолияти, сиёсий ташкилотлар ва ҳаракатларнинг ҳокимиятга нисбатан муносабати, турлн сиёсий партиялар, ижтимоий-сиёсий институтлар, ҳокимиятнинг бошқарув органлари номларн ва улар фаолиятига доир тушунчаларни ифодалайди. Шу боисдан ҳам турли тизимли тиллардаги ижтимоий-сиёсий лексиканинг лингвистик, социолингвистик, лингвомаданий ва лексикаграфик тэлқиннни тил тараққиётининг синхрон аспектида ўрганиш муҳим аҳамият касб этади.

Ижтимоий-сиёсий лексикага доир бир қатор масалалар тилшунослар томонидан инглнз, рус ва ўзбек тиллари материаллари асосида ўрганилган. Жумладан, Э.В.Будаев (2009), О.В.Обвинцева (2009), А.В.Степаненко (2002), А.А.Касиова (2003) кабилар ижтимонй-сиёсий лексикани инглиз ва рус тиллари материали асосида талқин этишган.

Хусусан, Х.Дадабоев (1991), З.Исакова (2009) ва бошқалар ўзларининг илмий рисола ва тадқиқотларида хозирги ўзбек тилнда қўлланилаётган ижтимоий-сиёсий лексиканинг лингвистик хусусиятлари ва бойиб бориш омилларини ўзбек давлатчилигимизнинг тарихий асослари ва манбаларига таянган ҳолда диахрон ҳамда синхрон аспектларда тадқин этишга ҳаракат қилишган.

Ижтимоий-сиёсий лексиканинг лингвомаданий хусусиятларини ўрганиш орқали уларга хос миллий колорит (бўёқ) ни турли тизимли тиллар мисолида аниқлаш дунё халқлари тасаввуридаги умумийлик ва ўзига хосликни англаб олиш имконини беради. Бунда маскур лексика лингвокультурологик ёндашув орқали куйидагича таснифланади:

1) Турли халқлар маданиятига хос семалар ва семантик белгилар аникланади;

2) Ижтимоий хаётга доир тушунча ва тарихий вокеаларни акс эттирувчи номинатив бирлар тавсифи сўз ва фразеологизмлар ёрдамида очиб берилади;
3) Маданиятга хос билимлар мажмуи (маданият тушунчасининг сигнификат билан богликлиги);
4) Маданиятга хос экпрессив-тасвирий ифода воситалари (сўзларнинг услубий бўёги, яъни ифода семалари);
5) Маданият хакидаги ахборот. маълумот ва шу кабилар.

Ижтимоий-сиёсий лексиканинг киёсий-лингвомаданий талкинида турли тизимли тиллардаги миллий – маданиятга хос сиёсий тушунчаларни ифодалашнинг ўзига хос жихатлари ёритиб берилади. Масалан, ўзбек тилида: юртбоши-глава правительства (рус)- the Uzbek head of the Government (инглиз).Бунда инглиз тилидаги (the Uzbek) аникловчи компонент сифатида ушбу бирикмадаги миллий компонентни аниклаб беради.

Хулоса килиб айтганда, тил лексикасининг лингвомаданий хусусияти хар бир тилга ва миллатга хос бўлган миллий компонент ифодалашга хизмат килади.

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THE ACHIEVEMENTS AND SHORTCOMINGS OF LEARNING FOREIGN LANGUAGE AND WAYS OF PREVENTING THEM

Ismatova Sh.
UzSWLU

Learning a foreign language is both time consuming and troublesome. The scientists still recall in high school and in college spending hours trying to memorize hundreds of vocabulary words and dozens of ways to conjugate verbs. Recent scientific research on the brain suggests that learning foreign languages makes students smarter overall. Among the many benefits, it increases students' mental focus, reading and writing abilities and improves mathematical skills. I do not know If my geometry or calculus grades jumped up because I was studying foreign language. One of the most rewarding parts learning foreign languages is that it helped us to make connections with people overseas. It is how people's perception of Americans abroad change when they speak the language of the h6st foreign country. For me, it immediately transformed the way people perceived me from an outsider to a friend. Even though initially my conversation skills were quite elementary, it allowed me to build trust more quickly and to estahlish a stronger relationship with people. In my small way, through the time and resources spent to learn foreign languages, I was showing honour to the mother countries of these languages.

Finally, if we are serious about educating global leaders for tomorrow, we need to have students who can engage many different societies and be able to build cooperation between them. Foreign language must be an important part of this endeavour. The pursuit of foreign

language education should not be considered a luxury to be sought by a few. Rather, foreign language instruction should be a core element to our education and taught as early as possible. Also, learning a new language takes time and dedication. Once you do, being fluent in a second language offers numerous benefits and opportunities. Learning a second language is exciting and beneficial at all ages. It offers practical, intellectual and many aspirational benefits. In today's world, there are over 7000 languages and learning at least one will help you massively. Although it has been proven that it is easier for children to learn a second language, it is certainly never too late to learn, and the benefits definitely reward the effort and dedication.

Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and efforts. Nowadays it is especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign writers in the original, which makes your outlook wider. It is not surprising that many intellectuals and well-educated people are polyglots. I study English. Nowadays English has become the world's most important language in politics, science, trade and cultural relations. Over 300 million people speak it as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages in the Irish Republic, Canada, and the South Africa Republic. English is one of the official languages of the United Nations Organization and other political organizations. Half of the world's scientific literature is in English. It is the language of computer technology. To know English today is absolutely necessary for every educated person, for every good specialist. The English language is a wonderful language. It is the language of the great literature. It is the language of William Shakespeare, Jonathan Swift, Walter Scott, and Charles Dickens. The great German poet Goethe once said, "He, who knows no foreign language, does not know his own one." That is why in order to understand oneself and environment one has to study foreign languages. Social awareness of and efforts spent on foreign language teaching have been clearly increasing in Turkey for years. Along with this awareness and effort, language teaching has undergone many fluctuations and dramatic shifts over the years resulting in more emphasis on the need for all students to become competent language learners.

These fluctuations and shifts in foreign language teaching in Turkey have brought about striking changes which have created several problems as well. One of these problems is related to the selection of schools and their program content. In Turkey, after compulsory elementary school, students study hard to get into state or private secondary schools where they have one year preparatory stage and follow an immersion program. They have to take a central exam to be a student there. These schools use English as the medium for instruction for mathematics, sciences and other academic subjects. Other secondary schools which also accept students after this central exam teach academic courses in the native language, Turkish, and teach English as a course for four hours a week. The differences between these two systems, in the course of time, have raised issues such as students' attainments levels in courses like mathematics and science since these students have a central university exam in Turkish. Thus, foreign language teaching has vacillated between the two approaches in the Turkish educational system: teaching academic courses through foreign language and native language (Koksal, 2002; Koksal, 2003).

Never-ending discussions and criticism of the effectiveness of teaching in a foreign language and the methods to be followed call more attention to this problem in Turkey. It is especially salient at the present time because government policy seems to be in favour of abandoning foreign language as a medium for instruction in secondary schools. The main objections against the use of foreign language as the medium for instruction are students'

misconceptions in academic subjects and their academic failure. However, studies across the country related to those discussions are inadequate and need further research, as stated by the Ministry of Education. and several universities and experts in Turkey (Baskan. 1978: Demircan, 1988; Ministry of Education; 1990, 1996).

Research done outside Turkey has looked into the effect of teaching academic subjects in foreign languages as well as bilingual education programs covering problems related to psyehology. linguistics and exams. Having conducted several studies concerning the effect of foreign language. Cummins (1981a; 1989; 1992) highlights two levels of language proficiency: the Basic Interpersonal Communicative Skills (BICS) and the Cognitive Academic Language Proficiency (CALP). The former (BISC) represents the language of natural. informal conversation, whereas the latter (CALP) is the type of language proficiency needed to read textbooks, participate in dialogue and debate, and provide written tests. In other words, CALP requires both higher levels of language and cognitive processes in order to develop the language proficiency needed for success and achievement in school. Cummins (1982). Chamot (1981) and Shuy (1981) liken the relationship of language proficiency and academic achievement to an iceberg. While CALP, measuring higher levels of skills, is represented below the waterline, BICS, measuring lower levels of skills, is represented above the surface of the water. The studies by Krashen and Biber (1987), Rosenthal (1996) and Spurlin (1995) support the results by Cummins (1981a; 1982) and state that students who have not developed their CALP could be at a disadvantage in studying academic subjects and science in particular because this course requires an in-depth understanding of concepts acquired by reading textbooks, participating in dialogue and debate, and responding to questions in tests. Once again, stressing the difference between CALP and BICS, educational and linguistic theorists (Cummins, 1981a; Krashen, 1982 and Krashen, Long and Scarcella, 1979) explain that foreign language students may become quite proficient in the grammar, vocabulary and sentence structure of the English language, but may lack the necessary cognitive academic language proficiency to learn the subject matter in science courses.

In the light of these studies, in this study, the effect of a foreign language, English, as a medium for instruction, on conceptual understanding of "The Energy Unit" in a science course was investigated. The reason why it was chosen is because this unit is related to everyday experiences and also covers abstract concepts. As explained by Pfundt and Duit (2000), how to teach the topic of 'energy' is investigated in many studies because of its nature, containing abstract concepts.

In conclusion, Person himself should try to achieve in learning English and how to prevent from difficulties in learning. These studies that remembered before all of them are to develop foreign language skills.

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ЗАМОНАВИЙ ХИТОЙ ТИЛИНИНГ МАЪНОСИ ВА ОҲАНГИ

Пўлатова Б.
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Нутқнинг оҳанг[32] - бу лингвистик бирликларнинг даврий такрорланиши ва бошқа каттароқ бирликларнинг оҳанги аввало тил услуби масалаларига хизмат килади.

Нутқнинг эшитиладиган оҳанги фонетик (товуш) ва прозодик бирликлар оркали яратилади. Шунда нутк вакт билаи ўлчанадиган кисмдарга бўдинади. Нутқ ўзининг маъносига кўра кўп максадларга эришишга қаратилган, нутқнинг вазни — тил оҳангларининг фарқи борлигини кўрсатадиган белгига эгалиги билан таснифланади. У бошка тилларнинг оангини ҳам хитой тили оҳангини ҳам ажратади. Мусика назариясидан яхши маълумки, унинг бирон бир акцентида ҳам, тузилиш эдементида ҳам миллий акцент шунчалик аник билдирилмаган аммо ритмик ҳолатда билдирилган. Нутқнинг вазни ҳакида ҳам худди шу аломатлар кузатилишини айтиб ўтиш мумкии. Хитой тилида мусиқий хусусиятларни нафақат бўғунли талаффузларда балки, унинг оҳанг билан билан боғлиқ тузилишларида ҳам мажудлиги кузатилади. Бу эса хитой тилининг товуш жиҳатдан ўзининг синтаксис ва лексик томоидан боғданганлигидан далолат беради.

Хитой тилн товушлари асосан лингвистик бирликларнинг махсус белгилари билан ифодаланади. Хитой тилиинг товуш ва вазни лингвистик бирликларнинг грамматикада тўғри жойлашгани билан шаклланади. Буни тилга мослаштириш хусусиятларидан бири тайёр лингвистик бирликларни саралаш масаласи билан таснифланади. Мазкур холатда бу жараён (саралаш масаласи) ўз ўрнини кўпрок шеъриятда ифодасиии топади.

Хитой тилида лингвистик бирликларнинг шаклланиши ва шаклан ўзгартириб бориш ҳолатлари хам учрайди. Сўзнинг ясалиш давомида буни грамматик ҳаракат деб тушинилади. Хитой тилиининг вазн бирликларини ясалишида пайдо бўлади. Нутқнинг лексик бирлигида унинг маъноси вазнли хусусиятлари билан богланади.

Вази бирликларини ифодалаш режаси хитой тилида сўзлашувнинг бўғунли морфемаларцинг бакарорлигини билдиради. Ушбу барқарорлик (мунтазам) бир неча тўхталишларга бўлинади. Ҳар бир бўлак кўпинча иккита ёки бир нечта бўгиндан ташкил топади, лекин баъзида у бир бўғундан иборат бўлиши ҳам мумкин. Тилдаги ана шу бирликлар вактинчалик бўлакларни ташкил қилади. Бу бўлаклар асосий ва ёрдамчи белгилар билан тўлдирилган ҳолда кечади.

Нутқнинг оҳанги бевосита ифодалашни вактнинг бўлакларга бўлнниши билан боғланган матндан ташқаридаги талаффузда бўғинлик морфемаларнинг узунлиги фонемаларнинг миқдорига эмас, балки унинг талаффузига боғлиқ бўлади. Аммо бу боғлиқликлар калит эмас. Талаффузлар оҳанг эса ҳар хил узуиликка эга, бирок, унинг талаффуз давомийлиги асосий хусусият ҳисобланмайди.

Оғзаки талаффуздаги бўғуининг чўзилувчанлиги унинг тезлигидан иборат. Шу сабабли бўғуи нутк вазнини ўлчаш учун қулай бўлган вакт бирлигини билдиради. Лекин бўғиннинг мутлако узунлиги нуткда доимо мавжуд эмас. Шу боис хитой тилида бўлинадиган изохрон бўлаклар анча каттадир, шунга асосан улар бир неча бўгинлардан иборат бўлади.

Хитой тили вазнини эксперемеитал изланишида вазн бирликларининг гапда изохронликка оғиш хусусиятларига эгалигини кўрсатади. Ва бу борада бўлакларнинг узунлиги иккитали бўғунларга мос тушади. Нутқнинг бир – бирига ўхшаш узунлик

[32] Туретова М. "Хитой тилида оҳангнинг пайдо бўлиши" // " xitoyshunoslikning dolzarb masalalari: filologiya,falsafa, tarih, iqtisod va siyosat" ilmiy – amaliy konfrensiyasining materiallari Toshkent – 2009 B. 60 – 64.

бўлакларига бўлиш. хитой тилининг вактинчалик бўлган уюшмасига боглик. Натижада бўгинларнинг тилдаги ана шу жараёнлар билан боғлик вактинчалик бирлашуви – нуткда метрик тузилишни ташкил килади. Метрик бирликлар изохрон бўлади. Хитой тили нуткининг метрик тузилиши мураккаб ва унинг бирлик ўлчови бўгиндир.

Нутк окимида бир бўгинлик морфемалар. шунингдек кўп бўгинли лексик бирликлар тузилишига кўра бир умумий йўналишга бирлашадилар. Нуткнинг йўналишлари хеч качон бўлакларга бўлинмайди. Чжао Люшенинг фикрича. нутк йўналишидаги охирги бўгиннинг чўзиб ўкилишида просодик эффъект тўхташ холати вужудга келади.

Чжао Люшеннинг фикрича. маълум бир бўгиннинг акцент сифатида ажралиб чикаётган талаффуз хар бир нутк окимда умумий бир системага айланади.

Хитой нуткиннг узилмас бўлган окимларида тўхталишлар хам бор, уларнинг катталиги ўзининг тезлигидан иборат. Баланд тезликда тўхталиш бўлмайди. Нутк йўналишларнинг чегараларини ўзгартириш мумкин. Нуткнинг товуши просодик бўгинлар билан ўзаро алокада ривожланади. Нуткнинг асосий оханги - бу метр Бу ерда кетма – кетлик хам бор. албатта. Масалан, оддий гапдаги " 张家有一个小姐和两个贵女(Zhang jia you yige xiaojie he liang ge guinu) (Чжаннинг окласида бир ўғил икки киз бор) гап тахлил килинса, мазкур гапда метрик бўлакларга бўлинган учта икки бўгинли хамда иккита уч бўғинли йўналишлар мавжуд. Бунда гапларни бўгинларда ажралишда метрик бўлинишлар доимо ўзининг мустахакамлигини саклашини кузатиш мумкин. Агарда, Чжан цзя бўгинини оддий таомлашиш билан ўрни алмашса, унда бутун (нутк) йўналишнинг кайтадан тузилиши келиб чикади. Яъни 他有一个小姐和两个贵女 Ta you yige xiaojie he liangge guinu (Унинг бир ўғли ва икки кизи бор) шаклда кўринади. Бундай кўринишда гап тўртта икки бўғин ва битта уч бўғинга бўлинади.

Нуткнинг оханги – нутк окимлари бирикмалари конуни бўйича ташкил этилади. Нутк йўналишлари баландрок холдаги ритмик ва синтаксис бирликлар билан боғланади. Яъни, бу ўринда уларнинг асосий конунга йўналишларнинг тенглиги киради. Вазнининг бирликлари деганда эса, хитой нутки учун хос бўлган, бир бўғинли сўзларнинг маънодош кисмлари кетма-кетлигидан иборатлиги (шакли) кўзда тутилади. Бунда гапнинг маъноси бўлак сифатида кабул килинади. Хитой тилининг бўғинли морфемалари ўзаро муносабатларида синтактик ва маъно жихатдан ўзаро боғланади. Мазкур муносабатларда алохида бўлган морфемаларни эмас, балки энг мураккаб бирликларни ифодаловчи грамматик ва лексик маънолар мавжудлиги хам хисобга олинади. Хитой тилининг ритмик бирликлари бўғинли морфемалардан иборат. Улар просодия семантика[33]ва синтаксик грамматик кондалар бўйича ташкил этилади. Синтаксис кўринишида улар гапнинг бир бўлаги сифатида махсус лексик бирликлар хам бўлиши мумкин.

Бўғинли морфема[34] – хитой тилининг асосий морфологик бирлиги бўлиб, унда фонемалик просодик ва маънони англатувчи хусусиятларига эга бўлган кўп бўғинли бирликлари яратилиши синтаксик конунлардан келиб чикади. Кўп бўғинли лексик бирликлар матндан ташкарида хам ишлатилиши мумкин. Уларни ажратиб айтишда алохида ва маълум бир ургу билан талаффуз этилади. Бошка кўп тилларда хам бундай холатларнинг мавжудлиги кузатилади. Масалан, Г. Пауль, бу масалага ўз вактида диккатни жалб этган эди. Нуткда эса кўп бўғинли лексик бирликлар ўзининг турар жойига караб ургу белгисини оладилар. Хитой тилининг кўп бўғинли лексик бирликлари бўғиннинг хар хил кўплигидан иборат. Хитой тилининг энг кичик майда

[33] Талаффузликда сўзларни, ибораларни, маъно жихатдан , тескарисига бўлиш / русско – узбекский словарь 1956 . Б-775.
[34] Сўзнинг маънодош кисмлари. яъни сўз ўзаги. асосчи, гурловчи ва. х.к. / кўрсатилган манба Б- 380

бўлаклари кўп бўғинли икки бўғинни синтактик тўғри боғланишига айланади. А.А. Драгунов айтганидек, бир ёки иккита бўғин бу керакли бўлган нутқнинг энг кам миқдори унинг таркибида а/ синтактик мулокотлар вазнли ва урғули мулокотлар бор. Бўғинларнинг талаффуз оҳанглари икки бўғиндан ташкил топган, бўғинлар билан богланишга эга.

Шундай қилиб, хитой просодиясида икки бўғинлик бўғинлар ўзига хос бирликни ҳосил қилади. Уч бўғинли лексик бирлик ҳам ўзига хос хусусиятга эга. Мураккаб лексик бирликлар алоқавий талаблар икки бўғинли метрик бўлинишларнинг юзага келишига йўл қўймайди. Шу талабларни кониктириш учун чегараланган йўл тутиш керак бўлиб, бир бўғинли морфема ёрдамида икки бўғиннинг бир бўлаги иккинчи бўғинга айланади. Масалан, икки бўғин 月光"юэ гуан" (ойнинг нури). Уч бўғинли бирликлар ҳам икки бўғинлик сингари талаффуз (тўхтовсиз) килинади. Уларни талаффуз килишда чўзилувчанлик хос бўлиб, бу борада талаффуз нормалри икки бўғинликларга ўхшайди. Хитой тилида уч бўғинликдан ташкил топган гапларда иккинчи бўғин доим киска талаффуз килинади. Аммо бу ўринда оҳангдаги талаффуз текис чикади. Уч бўғинлик гапларда талаффуз оҳанглар икки бўғинли гаплардан ўзининг экстраликлиги (яхлит) билан ажралиб туради. Хитой тилида бир, икки, уч бўғинли бирликлар ёрдамида ҳар кандай мураккаб бўлган гапларни тузиш мумкин. Ўз навбатида эса бундай қўшилишлар, гўёки мусикадаги бирликларни тайёрлаш қоидаларнга ўхшайди. Кўп бўғинли лексик бирликларни ташкил этишда бир бўғинлик морфемалар икки уч ёки тўрт бўғиндан иборат лексик бирликларга бирлашади.

Нутқнинг йўналиши икки ёки уч бўлакларга бўлинади. Тўрт бўғинликлар 2 – 2га, беш бўғинликлар 2-3, ёки 3-2 олти бўғинлар 2-2-2 ёки 3-3га. Кўп бўғинли лексик бирликлар ҳар хил сўзлар ва ибораларни ташкил этади. Улар ёзувда ҳам ишлатилади. Шунинг учун хитой тилида сўзлар икки ёки уч бўғиндан иборат фразеологик бирликлар тўрт бўғиндан, техник атамалар эса унинг ҳар қандай бўлагидан иборат.

Хитой тилида кўп бўғинли лексик бирликлар оғзаки нутқнинг йўналишларидан фарқ қилади. Улар бўғинли морфемаларининг маъносидан иборат учлик бўғинларининг акцентуецияси ҳар доим иккита акцентга эга бўлиб, бу ҳолатда биринчи бўғинда мавжуд урғуга кўпрок аҳамият каратилади. Аксинча, охирги бўғинда мавжуд урғуга камрок аҳамият берилади.

Кўп бўғинли лингвистик бирликларнинг акцентуецияси уларнинг талаффуз оҳангига ҳам аҳамият қаратади. Улар 1, 2 ва 4 чи талаффуз оҳанглар билан осон қўшиладилар. Аммо 3 чи талаффуз оҳангдаги бўғинлар билан қўшилиши қийин. Хитой тилининг ҳозирги замондаги энг кўп сўзлари иккита бўғинлардан ташкил топади. Бундан ташқари 4 - 3 бўғинли сўз бирикмалари ҳам бор. Бунга цзичань цзеши (буржуазия), Хэй блюцю (мутлоқ кора) кабилар мисол бўлиши мумкин. Уларнинг бўғин тузилиши 2-2. 3 бўғинли сўзлар эса камрок учрайди. Шундай бўлсада, улар миқдор жиҳатдан ҳам кам эмас. Беш ва ундан кўп бўғинли алоҳида бўлган лингвистик бирликларнинг акцентуецияси уларнинг акцентлик (оҳанг) тизимини ташкил килади.

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CLASSROOM MANAGEMENT AS EFFECTIVE LEARNING STRATEGY

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Most EFL teachers face the problem of establishing and maintaining classroom routines. Teachers prepare lesson plans and materials at the beginning of an academic year or term and can regularly reinforce them but in fact. teachers may not be prepared to deal with all the real-life challenges of the classroom. In order to increase effectiveness of studying process teachers should know how to manage class. So. what are the essential elements of good classroom management?

First of all at the beginning of any course teacher should try to build small community within classroom. It helps to raise motivation and interact easily. From psychological point of view we are more active and positive when we familiar with environment. So at the beginning of the course teachers should provide their students with activities that allow them to get to know one another. Besides that this environment must be safe and supportive. Students are often afraid of making mistakes and being laughed at. When they feel relaxed and among friends, tension decreases. As much as possible, get to know your students on a personal level (we know this can be difficult in very large classes!). This not only helps teachers develop bonds with students, it also helps to design lessons and activities that meet their needs and interests. When student needs are being met, they are more likely to be engaged in class. Also, students have different reasons for undesirable behavior in class. The more you know your students, the more you can understand the reasons for disruptive behavior and find ways to limit it. This includes finding ways to incorporate and recognize all students' strengths in some way.

According to physiological researches. there are several types of learners and teachers should take into consideration this fact too. There are four primary learning styles: visual, auditory, read-write, and kinesthetic. People learn using a variety of these methods, but one method is usually predominant. Familiarity with the characteristics of each learning style and associated strategies allows you to address the needs of each type of learner. Teacher should plan the lessons due to the types of learners in one small community. Usually introductory lesson will help teachers to determine visual learners who will be fast talkers and exhibit impatience with a tendency to interrupt, auditory learners who will speak slowly and tend to be natural listeners, read-write who will prefer for information to be displayed in writing, such as lists of ideas and enjoy reading and writing in all forms and kinesthetic learners who will tend to be the slowest talkers of all. This information will help teachers to make all students being involved in active process and increase students' confidence and motivation. No matter what type of learner is a student it is our job to make sure we treat all students equally. Did you ever have a teacher who clearly favored some students and disliked others? What effect did that have on students' attitudes? As teachers, we will always have students we like more and less, those who are more motivated and prepared and those who are less motivated and prepared. Be conscious of how often you call on certain students, and make sure you don't single out students who perform well or poorly. Do recognize students who are doing a great job. Find ways to do this for all your students when they do something well. Often, students who are *labeled* as "bad" or "poor" will live up to that label. They may engage in disruptive or other undesirable behavior.

Praise and encouragement can have a very positive effect on students and help to keep the classroom functioning effectively. Who doesn't like to be praised? But students (even very young ones) can tell when the praise is deserved and when it isn't. If a student does something well, no matter how small, recognize it. However, don't give praise without a reason because it

becomes meaningless and ceases to be a motivational tool. It can actually be *de-motivating* for students. Who will want to try their best when everything they do is labeled "great"?

Students often cause problems in the classroom because they are not engaged! (Remember the last time you were bored. Were you paying attention?) Think about your lesson plans and how to incorporate activities that keep students interested and active. Keep activities fairly short, especially for younger learners. Make sure students are doing a lot (not just listening). If you have to give a lecture, break it up into smaller pieces with practice or application activities in between. Even adult students need to be active participants in class. Yes, they can sit and listen to a long lecture, but that doesn't mean they are learning! Also, find ways to make your lessons personal and relevant. Create activities that will appeal to your students based on their interests and needs. An engaged student is a managed student. And of course they should know teacher's expectations. How can they meet expectations if they don't know what they are? This is even more effective when students are involved in creating expectations. If they come up with the "rules," they are more likely to follow them. This can also include consequences for not following the rules. Making sure everyone knows the *classroom expectations* can reduce disruptive behaviors and therefore lead to effective learning.

As a teacher, you need to be clear about your objectives and how you plan to achieve them. If you don't know what your plan is when you walk in the classroom, chaos will be the likely outcome. When students know what they will be expected to do and why, they are more likely to engage in the lesson. Explain the day's plan and how the activities will help them achieve the course goals or their own personal goals. If students understand where they need to go and why, they are more likely to get there. This could include writing the day's plan of activities on the board. Remember: If you don't have a plan for your students, they will have one for you. This is particularly important for adult learners, who often have clear personal learning goals.

Engaging in arguments, scolding, and losing your temper are not effective ways to deal with disruptive behavior. All of these cause lost class time and may contribute to further disruptive behavior. For many reasons, some students may try to disrupt class on purpose. Don't let this happen! There are other options. Start by making eye contact with the student. Often this is enough. Or the teacher can call on the student to answer a question or simply indicate through positive language that the student needs to change the behavior. This could be something like: "We are just waiting for John to join the discussion." Once it happens, positive feedback is useful: "Thanks, John." The important thing is to find ways to deal with disruption in a way that does not take up a lot of class time. If these techniques do not work, talking with the student outside of class to identify the issue and work to find a solution with the student is often effective. A last resort would be sending the student to the principal's/director's office for more serious *intervention*. In general, make sure that any response to disruptive behavior is consistent so that students don't feel that some can get away with it while others can't.

However, many behavior issues can be avoided by identifying students who demonstrate potential for disruptive behavior and strategizing ways to overcome them before problems occur. These could include finding ways to connect with the students, giving them special tasks during class, etc. Being proactive is always better than being reactive!

Think about your own studying experiences. When were you bored or off-task? Two main reasons are a lack of challenge and too much challenge. Students who find the work too easy are going to find other ways to engage themselves. Students who find the work too hard will become frustrated, give up, and find other ways to engage themselves. Work to find ways to challenge all of your students at the appropriate level as much as possible. This can be a difficult task for teachers. However, intellectual challenges that inspire student curiosity go a long way toward keeping students involved and on-task.

In the attempt to provide a safe and supportive environment, many teachers try to become their students' friend on the first day of class. There is nothing wrong with being friendly, but that is not the same as being a friend. It is the teacher's job to uphold classroom expectations in a consistent manner that will allow learning to happen. Starting off the course strict will help ensure that students respect the guidelines and expectations. Imagine if half your students come to class early in the course without having completed the homework and you give them another day to complete it. What is going to happen? You send the message that it's OK to finish assignments late. This will almost surely lead to many students being late with work for the duration of the course, which will affect your lessons and ability to move forward. Once expectations are established and students are following them, exceptions can be made as needed.

Students can tell when a teacher is not excited about being in the classroom. If the teacher doesn't care, why should students? Bring your love of English, teaching, and learning to the class and share that with your students. Enthusiasm can be infectious!

Teaching is not just about knowing content and methodology. It's about finding ways to connect with students and helping them to grow and develop curiosity and a love for learning. Skilled teachers develop ways to do this in order to create the best classroom environment possible. Of course, classroom norms vary from culture to culture and context to context, so all teachers must consider how to put these elements into practice in ways that work for them and their students.

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TYPES OF READING MATERIALS

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There are six distinctly different types of texts that can be used for reading instruction: wordless books; predictable texts; controlled high-frequency vocabulary texts; decodable texts; authentic literature; and created, easy-to-read texts. Presented in *Table 1* is a brief description with major uses for each type of text. All texts can he used at all grade levels but some are more appropriate for beginning reading instruction.

Table 1: Types of Texts for Reading Instruction.

Type	Description	Major use
Wordless Books	Text composed only of illustrations or photographs. No print is given.	Away to help children develop a concept of themselves as readers, develop oral language, and develop self-expression.
Predictable Texts	Texts that utilize a repeated pattern of some type. May be authentic literature or created text.	Used as a way to introduce children to reading through shared reading and to provide practice through repeated readings.
Controlled High-Frequency Vocabulary Texts	Text written specifically for beginning reading instruction using a core of high frequency words that have been carefully introduced.	Provide practice in reading high frequency words.

Decodable Texts	Text written using words that utilize decoding skills students have been taught.	Provide practice and application of phonics and structural skills that have been taught.
Authentic Literature	Stories and informational texts where no attempts have been made to control the words, patterns, or decoding elements used in the text. The text is in the original form written by the author.	Used for practice and application of reading once students have developed beginning decoding skills. Also used for shared reading and read aloud.
Created, Easy-to-Read Texts	Stories and informational texts that have been written to control the level of difficulty and some aspect of skill application.	Used for practice and application of reading skills for students who may be experiencing difficulty in certain aspects of learning to read or need practice in applying a targeted skill or strategy.

When we think of reading, most of us immediately think of stories, especially books. But there are many other types of reading materials that we can use to practice our developing reading skills. They can be classified as:

a) Text based materials:

- **Manuals.** Comprehensive and step-by-step guide to a particular topic for both beginners and practitioners that also serves as a reference book. A manual details what is given and what is required, explains how to put the presented information into practice, and instructs how to solve problems as they occur.
- **Newspapers.** Printed media usually distributed weekly or daily in the form of a folded book of peppers. Newspapers may also include advertisements, opinions, entertainment and other general interest news.
- **Poetry.** Grab a collection of poems or sit down and write some by yourself.. Rhyming is an important skill for reading, and is a great way to build that skill.
- **Encyclopedias.** Single or multi-volume publication that contains accumulated and authoritative knowledge on one subject (such as an encyclopedia of architecture or music), a few related subjects (such as an encyclopedia of arts and engineering), or a wide variety of subjects arranged alphabetically (such as the Encyclopedia Britannica).

b) Text and visual based materials:

- **Comic books.** Consist of comics art in the form of sequential juxtaposed panels that represent individual scenes. Panels are often accompanied by brief descriptive prose and written narrative, usually dialog contained in word balloons emblematic of the comics art form.
- **Travel Brochures.** A form of memorabilia wherein the goal is to share things that you learned and experienced in a certain place. Also, this brochure allows you to create your own souvenirs at the end.
- **Catalogs.** List of goods or services on sale with their description and prices published as a printed document, or as an electronic document (e-catalog) on internet or on a diskette, CD, DVD, etc.
- **Recipes.** A set of instructions to make a meal item. It will lay out the ingredients needed as well as the steps to take to make the final product.
- **Atlases.** A collection of maps from different regions of the earth. They are traditionally bound in forms of books and they define various regions and areas of the world. In addition to showing geographic features, many atlases feature political borders, religious statistics and financial statistics.

Another classification of reading materials according to the learning of the language:
a) Basic educational sources:
Text books

- Online blogs about different topics
- E-books
- Dictionaries
- Scientific articlesb) Additional educational sources:Literary books
- Guide books
- Transcripts (of some online videos) and sub-titles of the films
- Short stories
- Poetry
- Proverbs and sayings

We should think about what we like to read in our native language, and also we should think of finding these written materials in English. There are two important things in deciding what to read:

- It should be interesting for reader, so that the reading is fun and not boring.
- It should be at a level that is not too difficult.

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HORIJIY TILLARNI O'QITISHDA ZAMONAVIY INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH

Mannonova S
O'zDJTU

Bugungi kunda yuqori kasbiy malakaning asosiy talablaridan biri chet tillarini mukammal bilish bo'lib qoldi. Xalqaro muloqot tillar o'rtasida yetakchi o'rinni egallab kelayotgan ingliz tilini o'rganishga alohida e'tibor berilayotgani ham bejiz emas. O'zbekiston Respublikasi ta'lim tizimida ingliz tili o'qitish, o'rgatish ilmiy yondashuv asosida, davr talablariga to'la javob bera oladigan yangi axborot-kommunikatsiya va pedagogik texnologiyalar joriy etilishi asosida yangi sifat darajasiga ko'tarilib bormoqda.

Yurtboshimiz I. Karimov «Yuksak ma'naviyat-yengilmas kuch» nomli asarlarida ta'kidlanganlaridek: «Agar O'zbekistonimizni dunyoga tarannum etmoqchi, uning qadimiy tarixi va yorug' kelajagini ulug'lamoqchi, uni avlodlar xotirasida boqiy saqlamoqchi bo'lsak, avvalambor bo'lajak buyuk yozuvchilarni, buyuk shoirlarni, buyuk ijodkorlarni tarbiyalashimiz kerak».

Demak, kasb-hunar kollejlarida ingliz tilida qo'shimcha matnlar o'qitish texnologiyasini ishlab chiqish va shu maqsadda kasbiy dasturlarni tuzish tamoyillarini amalga oshirishda, chet tillarni chuqur o'rganishga qaratilgan har bir ilmiy izlanishlarga alohida e'tibor zarur bo'ladi. Bu modellashtirilayotgan dasturda konseptual asosni oldindan belgilab olish

demakdir. O'rta maxsus kasb-hunar ta'limi tizimiga ingliz tilida kasbiy qo'shimcha matnlar o'qitish texnologiyasiga ham yuqorida qayd etilgan vazifalarni hayotga tatbiq etish masalalarining bir qirrasi deb qarash mumkin. Mutaxassislar tayyorlash jarayonlarida ta'lim tizimi ustuvorligini, jumladan, chet tillar o'qitish yangi-yangi texnologiya-mexanizmlarini joriy qilishni ta'minlash muhim ahamiyat kasb etadi. Ma'lumki, tafakkurning ifodasi, xalqlar o'rtasidagi aloqa, ma'naviy va boshqa muloqotlar til orqali namoyon bo'ladi. Bunday texnologiyalar ta'lim tizimida o'z aksini topishi chet tili o'qitish saviyasini o'stiradi. Chet tilida, jumladan, ingliz tilida mutoala qilish malakalarini shakllantirishga yordam beradi. Kasb-hunar kollejinig har bir kasbiy yo'nalishi bo'yicha, shuningdek, ingliz tilini mukammal o'zlashtirganlarga istiqboldagi ehtiyojlarni belgilash bo'yicha tarmoqlar metodikasini yaratishimiz (bular Klassifikator, malakali tavsiflar va Davlat ta'lim standartiga muvofiq amalga oshiriladi) lozim.

Ta'lim va tarbiyani kelishish va ularning o'zaro bog'liqligi, uzluksiz ta'lim tizimida ingliz tilini o'zlashtirgan mutaxassislar tayyorlashda izchillikni ta'minlash bunda samarali shakllar va usullarni, yangi qo'shimcha matnlar o'qitish texnologiyasi metodikasini joriy etish va shu kabi boshqa ilg'or ta'lim uslublaridan keng foydalanish ijobiy natijalar garovidir. Kasb-hunar kollejlarida mutaxassislar tayyorlanayotgan soha yo'nalishlaridan kelib chiqqan holda, ingliz tili o'qitish jarayonida qo'shimcha matnlar texnologiyasini qo'llash bo'lajak mutaxassislarni til o'rganish imkoniyatlarini oshiradi. Bunda muqobillik usullaridan ham foydalanish mumkin, ya'ni boshqa davlatlarning ta'lim tizimidagi muqobil uslublarini qabul qiliish yo'li bilan o'quvchi, talabalarga bo'lgan talabni qondirish, bashoratlashga yuqorida qayd etilgan barcha yondashuvlardan turli kombinatsiyalarda foydalanish maqsadga muvofiqdir. Chet tilida munosabatlar shartlari nutq, qo'shimcha kasbiy matular o'rganishning ko'plab turlarini bilish davr talabi ekanligini ko'rsatib beradi. Boshqa tillar mohiyatini kamsitmagan holda, ayniqsa, ingliz tilida muloqot qilishda, nutqini tushunish mutolaa qilish va yozish, nutqiy faoliyat amaliyotida, ixtisoslik, mutaxassisligi bo'yicha keng tarmoqli va kasbiy adabiyotlarni o'qishda ularga tushuntirish annotatsiyalar, tezislar, shuningdek, yozma axborot almashish jarayonlarida axborot-kommunikatsiya texnologiyalarining ahamiyati yaqqol namoyon bo'ladi va aniqlanadi. Metodist olimlarimiz, ta'kidlaganlaridek, talabalar matn mazmunini obrazga kirib ifudalash, matnda aks etgan voqelikni, unda ishtirok etayotgan personajlar fikrini bayonidan boshqa, o'z fikr-mulohazalarini ham suhbat mavzusiga qo'shimcha tariqasida bayon etishi, o'quvchini lug'at boyligini ortishiga ingliz tilida to'g'ri fikrlashga yordam beradi. Bunday uslubdan o'quv jarayonida to'g'ri foydalanilsa, o'zlashtirish bo'yicha ham, o'qitish muddatlari bo'yicha ham, ingliz tilini mukammal o'rganishda ham ijobiy natijalarga erishishga imkon yaratiladi. O'quv jarayoniga yo'naltirilgan qo'shimcha matn dasturlari qo'llanilishi ingliz tili o'qitish masalasini munosib ravishda hal etishga yaxshi imkon beruvchi metodik yondashuvlarning biridir. Bunday metodika asosida o'qitishga yondashuvlar hozirgi kunda miiliy uslubiyatda keng tarqalib bormoqda. Mana shu barcha yondashuvlar sof ko'rinishda emas, turli kombinatsiyalarda foydalanilgan holda namoyon bo'ladi. Ingliz tili o'qitishda bunday yondashuv e'tibordan chetda qolib ketmasligi zarurligini aytib o'tish muhim, chunki bu kabi yondashuv texnologiyasi hisobiga boshqa texnologiyalarga qaraganda, qator o'quv masalalarini ancha muvaffaqiyatli hal etish mumkindir. Kasb-hunar kollejlarida ingliz tili darsiarida nutqni rivojlantirish uchun kompyuter texnika vositalari, magnit disklaridan foydalangan holda, turli dasturlar asosida axborotni, matn mazmunini qabul qilish osonlashadi. Qo'shimcha matn mohiyatidan kelib chiqib, kompyuter vositasida ta'limiy til o'rganish bo'yicha turli o'yin shaklida yaratilgan dasturiar vositasida tuzilgan kompozitsiyani yozib ko'rsatish yoki so'zlab berish taklif etilishi, yoki oldindan ajratib olingan rasmlar yordamida ma'lum vaziyatni yaratish so'ngra o'sha kompozitsiyani so'zlab berish kabilardan foydalanish muhim ahamiyat kasb etadi.

Matbuot. davriy nashrlar. ommaviy axborot vositalari materiallaridan foydalanib qo'shimcha matn mavzularini tayyorlash mumkin. Qiziqarli izlanishlar va ilmiy kashfiyotlar haqidagi matnlarni o'quvchilar qiziqish bilan o'rganadilar. Matnda tushunishga qiyin bo'lgan qandaydir so'z birligi yoki iboralar bo'lsa, ularni o'quvchilar tushunib olishlariga yordam beradigan va bir muncha soddalashtirilgan sharkllarini ko'zda tutish lozim. Bunday ishlar natijasida o'quvchilar olgan bilimlarini amalda qo'llash, o'z bilim doiralarini kengaytirish hamda izlanish jarayonida qatnashish uchun ularda imkoniyat paydo bo'ladi. Eng quvonarli tomoni til o'rganish bilan bir qatorda, talabalarda zamonaviy axborot-kommunikatsiya texnologiyalari, Internetning beqiyos imkoniyatlaridan keng foydalanishga qiziqishlari ortadi.

Ingliz tiliga o'qitishda yangi g'oyalar, texnologiyalardan foydalanilgandagina rivojlanishga, taraqqiyotga erishish mumkin bo'ladi. Mashg'ulotlar jarayonida ularga amal qilinsa, yaxsbi samara berishi shubhasizdir. Qo'shimcha matn o'qitish texnologiyasidan foydalanishdan maqsad, ta'lim olishda eng umumiy g'oyalar bilan o'quvchilarni tanishtirishdan iboratdir. Bu texnologiya shaxsga yo'naltirilgan yondashuvni aks ettiradi, har bir o'quvchining bilim, malaka va ko'nikmalarni egallashlarigina emas, balki uning rivojlanish individual xususiyatlarini hisobga olgandagina unumli, ijobiy natijalarga erishish mumkindir.

Qo'shimcha matn o'qitishda maxsus xonalarda dars olib borish, haqiqatda samarali bo'lishi uchun darsda lingofon qurilmasidan foydalanib, o'quvchilarning mustaqil ishlashlariga sharoit yaratish kerak bo'ladi. So'nggi paytlarda darsda bunday uslubdan foydalanishga e'tibor kuchaymoqda. So'nggi ilg'or metodikalarga tayanib. ingliz tili darslarida o'quvchilarning mustaqil ishlari deb ularning nutqiy ko'nikmalarini shakllantirish va takomil-lashtirish, berilgan topshiriq bilan o'quv jarayoni uslublari ma'lum tartibda nutqiy malakalarini rivojlantirishga oid mustaqil ishlarni tushunamiz.

Shunday qilib, chet tilini o'rganish hozirgi davr talabi ekan, o'sib kelayotgan yosh avlodga til o'rganishning yangi uslublarini, «Kadrlar tayyorlash milliy dasturi»ga asoslangan holda ishlab chiqib, o'qish jarayoniga tavsiya etish olimlar, mutaxassislar oldida turgan dolzarb masalalardan hisoblanadi. Iste'dodli yoshlarimizning o'z qiziqqan sohalarida yetuk mutaxassislar bo'lishlari uchun, avvalambor chet tilini jumladan, ingliz tilini mukammal bilishlari zarur.

Demak, texnologiyalarni joriy qilish, o'qitish uslublarini davr talabiga javob berishini ta'minlash pedagog-olimlarning kechiktirib bo'lmas asosiy vazifalaridir. Mutaxassislar tayyorlash va malakasini oshirish ham dolzarb ijtimoiy muammolardan biri hisoblanadi.

Foydalanilgan adabiyotlar:

1. www.ziyouz.uz
2. «Kadrlar tayyorlash milliy dasturi»
3. www.texnologiya.uz
4.

STRATEGIES FOR IMPROVING WRITING SKILL

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In recent days, learning as well as teaching English is becoming an essential issue. Teachers create new methods of teaching depending on the character of learners and depending on their outcome. And now as an example we will see teaching methods of writing skill. "If you want to know something, read. If you want to learn, write" , or "Writing is how we know we are learning" , so, I want to say that writing is the most important skill which must be learned .But most learners don't like to write and if you give a sheet of paper to your learners and say to write something, you will exactly listen several complaints about it , for example "I can't write because , now I have nothing in my head " or " could I write at home . I can't concentrate now". How can children who always seem to have so much to say not be

able to think of anything to write when we ask them to? Hence, Writing is an essential tool for learning, and when students realize that writing is simply another way of communicating through a pencil versus your lips, it will make that much more of sense to them. Here are a few teaching strategies to help those struggling students and get them writing. From photographs to graphic organizers, there are teaching strategies to make writing fun for everyone.

Initially, in order to have more efficient outcome from our teaching we must know their problematic sites as well as their strong sites. For example one student can speak, but not write or some learners get inspirations from something (picture, titles, objects). So we must handle their problem, create a new strategy of writing for them individually, and then, in my point learners can achieve success in their writing.

The following method for students who need some help to have an idea for writing, to get inspiration

Photographs can be used as teaching strategies.

Challenge students to search their family photos, and look through magazines, books, newspapers, or even the funny pictures of anecdotes to find a little writing inspiration. Have them cut out all of the pictures that inspire them, and glue those pictures to their writing journal. When it's time to write, all students have to do is look at one of their pictures for a little inspiration.

Following strategy is story starters: One of the easiest strategies to get students writing is to give them a story starter or writing prompt (e.g. create a new type of cookie, what are the ingredients and what is the name of it? Or my favorite boliday is ____ because ___).

Next method is creating a name, it is somehow similar with story starter strategy because in this method also you give a name instead of story and they will develop o continue giving an information. Hence, you should encourage students to make up a name. (e.g. Jimmi Jenkins) Then have them picture what a person with that name looks like, and where they came from (e.g. Jimmi Jenkins is a man from the 1920s who is skinny and has dark brown hair). Encourage students to think of more details about their character that they created, like where they work, if they have a family, or any other details that they can think of. This is a fun way to develop a story.

For students with organizational difficulties (rambling paragraphs, unorganized ideas)In my point it would be great using graphic organizers and prewriting activities. Graphic organizers are great for visual learners, and anyone who needs to see their ideas in an organized manner. Try using a story map to motivate students and get them writing, or you may use pre writing activity as: Integrating students drawing and art, and you may find a reluctant writer is more engaged. Allow students to brainstorm their writing ideas through pictures and drawings or just add them to their stories.

The following method is for students who hesitate and can not write. Let students record their thoughts or their writing. This is a fun way for students speak what they want to say about tbe given topic and after writing it .It would help to gather your ideas and your writing would be colorfully.

Next method is also for students who can't write in a traditional method when you give then pen and sheet of paper. Student talks, teacher writes. Have your student stand up while you sit in his or her seat. Pick up the student's pencil and simply state, "You talk, I'll write." , or you can some similar strategy named "Peer talks" Pair students together into teams of two, and have each student take turns writing down what the other person says. Students will get a kick out of having their partner do all the writing for them!

The last strategy is for students who inspires from games, who don't like get bored. Creating a contest or some debates in the lesson and after this let them write an essay. A little friendly competition is always good for children.

At last, as I mentioned above writing is how we know we are learning. I suppose that writing is a more active process than reading in a way. I mean, when we sit down to write something, we become aware of what we don't know because, you search information, read another author's articles essays about this topic, so you enlarge your knowledge, stock of your vocabulary as well as it helps you to expand your horizon. Additionally, we solidify our thinking when we write. For this reasons, it would be good to encourage learners to writing and help them get inspirations and explaining their thoughts and images by teaching them with unique strategies.

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LITERATURE TO HEAL THE SOULS IN NEED

Nishonova O

"If literature is not everything, it is not worth a single hour of someone's trouble."

Jean-Paul Sartre

One of the best things about literature in general is its capacity to transform the human spirit, to reach its deepest chore and change it. In what sense? You could say, simply, for the better; but it is not easy to use this word knowing everything it implies.

Can literature really make us faithful people who hate wars or immorality? Once, Aristotle found literary tragedy to be cathartic. He explained that the spectator feels the sufferings of the hero and, when the hero overcomes an obstacle, the spectator also feels a sort of renovation[35]. In our age, scientists and literary theorists refer to this process as empathy.

Our cognitive ability equips us in such a way that when we read literature it's as though we are embodying the characters' lives. For a moment we become someone else, and this subtle trans-personalization can, in time, make us more compassionate, more sensitive to the feelings and experiences of others, and remind us of what so many have forgotten: that there are other ways of being and other ways of confronting the world.

Elain Scarry, the professor of literature science at the Boston University, argues that great authors are people with "very sophisticated radars that pick up on the truly important things in life." Elain explains: "the interesting thing is that, for me, that radar is not something we should simply passively accept while we read the book. It's something we should learn from. We should shut the book and then say, "Okay, I have read Jane Austen, Proust or Shakespeare and now I am going to see my mother or I am going to have a meaningful chat with my friends, I am going to spend my time in a desirable way or greater plans appeared in my mind, in one word, I am going to turn into human, not simply person and I am going to ask myself that basic question, "How would Jane Austen see them? How would Proust see them? What about Shakespeare?"[36] This, as Elain says, is "the power of great literature." It is a way to see the world with our eyes and at the same time with the eyes of another, a way of seeing things that we would usually miss."[37]

You agree with me, I expect, that exposure to challenging works of literary fiction is good for us. That's one reason we deplore the dumbing down of the school curriculum and rise of the Internet and its hyperlink culture. Perhaps we don't all read very much that we would count as great literature, but we are apt to feel guilty about not doing so, seeing it as one of the ways we fall short of excellence. Wouldn't reading about Anna Karenina, the good folk of Middlemarch and Marcel and his friends expand our imaginations and refine our moral and social sensibilities?

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[35] Leon Trotsky. Literature and Revolution, New York, 2008
[36] Elaine Scarry. "Injury and Ethics of Reading", Boston, 2012
[37] Ibid-2

If someone now asks us for evidence for this view, I expect we will certainly have one or both of the following reactions. First, why would anyone need evidence for something so obviously right? Second, what kind of evidence would he/she want? Answering the first question is easy: if there's no evidence – even indirect evidence – for the civilizing value of literary fiction, we ought not to assume that it does civilize. Perhaps we think there are questions we can sensibly settle in ways other than by appeal to evidence: by faith, for instance. But even if there are such questions, surely no one thinks this is one of them.

What sort of evidence could we present? Well, we can point to specific examples of our fellows who have become more caring, wiser people through encounters with literature, indeed, we are such people ourselves, aren't we?

I hope no one is going to push this line very hard. Everything we know about our understanding of ourselves suggests that we are not very good at knowing how we got to be the kind of people we are. In fact we don't really know, very often, what sorts of people we are. We regularly attribute our own failures to circumstance and the failures of others to bad character. But we can't all be receptionist to the rule that people do bad things because they are bad people.

We are poor at knowing why we make the choices we do, and we fail to recognize the tiny changes in circumstance that can shift us from one choice to another. When it comes to other people, can you be confident that your intelligent, socially attuned and generous friend who reads Proust got that way partly because of the reading? Might it not be the other way around: that bright, socially competent and empathetic people are more likely than others to find pleasure in the complex representations of human interaction we find in literature?

Moreover, one reason people like Paul Meehl, the author of "Love is Knowledge", have argued for the benefits of literature is that literature or fictional narrative of real quality, deals in complexity. Literature turns us away from the simple moral rules that so often prove unhelpful when we are confronted with messy real-life decision making, and gets us ready for the stormy voyage through the social world that sensitive, discriminating moral agents are supposed to undertake. Literature helps us, in other words, to be, or to come closer to being, moral "experts."

In summary, reading great literature is one way of understanding that the world is larger, more complicated and richer. And maybe, as Elain argued, ours is the best of possible worlds. Thus, it is *Everybody's* deep responsihility to keep and save this wonderful world for our generation as it is now. For this, Literature, indeed, makes a reasonable contribution to the society being a greater weapon to poison the minds with its morally and humanly good feeling compared to atomic and cold weapons that can only hurt the body, but not the soul.

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TALABALARNING MUSTAQIL ISHLASHIDA AKT VA INTERNETNING O'RNI

Qodirova M.
O'zDJTU

Jamiyat taraqqiyotida oliy ta'limni tez sur'atlar bilan yetakchi o'rinlarga chiqib olishida axborot kommunikatsion texnologiyalarining o'rni beqiyosdir. Hozirgi kunning asosiy vazifalaridan biri axborot kommunikatsion texnologiyalarini jadallik bilan oliy ta'lim tizimiga joriy etish orqali ta'lim sifati va samaradorligini oshirish hisoblanadi. Shu o'rinda shuni ta'kidlash joizki, O'zbekiston Respublikasi Prezidentil. A. Karimov 2012 – yildamamlakatimizni ijtimoiy – iqtisodiy rivojlantirish yakunlari hamda 2013 – yiiga

mo'ljallangan iqtisodiy dasturlarning eng muhim ustuvor yo'nalishlariga bag'ishlangan Vazirlar Mahkamasining majlisidagi ma'ruzasida quyidagilarni aytib o'tdilar: "Biz qisqa vaqt mobaynida nafaqata xborotxizmatlari ko'rsatishning ko'plab turlari bo'yicha mavjud kamchiliklarni bartaraf etishimiz, balki axborot kommunikatsion texnologiyalarini joriy etish borasida yuksak darajaga erishgan ilg'or mamlakatlar safiga qo'shilishimiz zarur"

Ta'lim jarayonini axborotlashuvi ta'lim tizimidagi ishtirokchilar, talabalardan axborot resurslaridan samarali foydalanish ko'nikmalarini egallashlari talab etiladi. Zamonaviy axborot texnologiyalari shaxs faolligini, qiziqishini oshirish, uning bilish jarayonini tashkil etish va boshqarishda ulkan didaktik imkoniyatlarga ega ekanligi bilan ajralib turadi. Ayniqsa, ta'lim jarayonida elektron ta'lim resurslarining qo'llanishi ta'lim oluvchilarn izamonaviy axborot manbalari bilan ta'minlashga imkon yaratadi. Elektron ta'lim resurslari tarkibiga fanga oid electron darslik va o'quv qo'llanmalar, metodik ko'rsatmalar, mashq va masalalar to'plamlari, gipermatnlar, multimediyali vositalar, uslubiy qo'llanmalar, elektron test va topshiriqlar, electron lug'at kabi talaba mustaqil bilim olishini ta'minlovchi manbalar kiradi.

Uzluksiz ta'limda axborot texnologiyalaridan foydalanishning istiqbolli yo'nalishlaridan biri talabalarning zamonaviy texnologiyalar asosida mustaqil bilim olishlarini tashkil etish hisoblanadi. Harqanday fanni mustaqil ravishda o'rganishda talabalar tegishli darsliklar, ma'lumotlar va boshqa o'quv – metodik materiallar bilan ta'minlanishi talab etiladi. Bularning barchasini kompyuter texnologiyalar orqali zamonaviy shakllarda, ya'ni electron resurslarsifatida taqdim etish imkoniyati yaratiladi.

Bugungi kunda axborot kommunikatsion texnologiyasining engmuhim bo'lagi bui nternetdir. Internet – bu global axborot tizimi bo'lib, u electron pochta, izlash tizimlari, axborot almashinuvchatlari va ijtimoiy tarmoqlarni o'zichiga oladi va turli axborot resurslaridan foydalanish imkonini beradi. Undan kerakli axborotlarni topish, qayta isblab chiqish va ularni ko'paytirib, barcha kompyuterlarga o'rnatgan holda, talabalarga guruhda yoki individual ishlashni taklif etish mumkin. O'quvchilarda tadqiqot o'tkazish, taqdimot tayyorlash, jadvalni to'ldirish hamda ularni dars va ilmiy – taqdimot jarayonida qo'llash imkoniyati paydo bo'ldi. Axborotolishning boshqa bir usuli – dars davomida bevosita internetdan axborot olish hisoblanadi. Internetdan avvaldan kerakli material topish, kompyuterga yuklab olish yoki kerakli materialni onlayn tarzda dars jarayonida ko'rsatish mumkin.

Zamonaviy kompyuter o'zida televizor, video magnitafon, kitoblar, telefon kabi imkoniyatlarga ega talablarning harakati va talablariga tez ta'sir etuvchi va turli nutq vaziyatlarini yaratishga qodir universal qurilma hisoblanadi. Ta'limning bunday vositasi o'qituvchilar uchun ham qulay ta'limvositasihisohlanadi, ya'ni u talabaning qobiliyati va bilimini babolashga yordam beradi. Ta'limning yangi, noan'anaviy shakllar va metodlarini izlab topishga undaydi, pedagogic ijod bilan shug'ullanishda erkiniik yaratadi, undan to'g'ri foydalangan taqdirda pedagogic jarayonning samaraderligini sezilarli ravishda oshirishga yordam beradi.

Ta'lim muassasalari va uylarda keng qamrovli kompyute rtarmoqlarining paydo bo'lishi talabalarga yer sharining istalgan burchagidan kerakli ma'lumotlarni olishga imkoniyat beradi va ular shu tarmoq orqali bir lahzaning o'zida jahon axborot manbalariga ulanish imkoniyatlariga ega bo'ldilar.

Mustaqil ishlash malakasi chet tillarni o'rganishda alohida ahamiyatidir, zero har qanday faoliyatni o'zlashtirish shasxning individual urinishisiz to'liq amalga oshmaydi. Mavzuga oid manbalar shuni ko'rsatadiki, mustaqil ta'lim nazariyasi umum didaktik yo'nalishda qisman o'rganilgan. N. E. Pavlov talabalar mustaqil ishlarini tashkil etish mavzusidagi iimiy maqolasida mustaqil ishni o'quv jarayonining asosiy tarkibiy qismi sifatida qaraydi va talabalar bilish qobiliyati, malaka va ko'nikmalarini shakllantirishni tadqiq etadi. Ushbu maqolada muallif har qanday mustaqil ta'lim jarayonini tashkil etish va unga talabani

jalb etish uchun zamonaviy o'quv uslubiy qo'llanmalar va qat'iy bir tizimli metodika ishlabc hiqish zarur deb hisoblaydi. Albatta, o'z xoliga tashlab qo'yilgan, bevosita yoki bilvosita boshqarilmaydigan va nazorat etilmaydigan mustaqil ta'lim bo'la olmaydi.

Boshqa tillar kabi ingliz tili muloqot vazifasini bajaradi, shuning uchun u o'quv fani sifatida bir paytning o'zida ta'lim berishning bosh maqsadi va vositasi hisoblanadi. Internetda ingliz tilida yaratilgan o'quv – uslubiy va ilmiy axborotlardan iborat bo'lgan multimediyali vositalari soni cheksizdir, ular ilmiy tadqiqot faoliyatlarining tashkil etish, real muhit sharoiti ostida virtual o'quv mashg'ulotlar (seminariar, ma'ruzalar)ni olib borishga imkon beradi.

O'quv – tarbiyaviy jarayonlaridan yangi axborot texnologiyalarini qo'llash o'qituvchilarga o'z ijodiy pedagogic g'oyalarni amalga oshirish, hamda kasabasalar bilan tajriba almashish imkoniyatini beradi. Hozirda ingliz tilini o'qitish jarayoniga internet texnologiyalarini olib kirishning afzalliklari ko'p.

Internet tarmog'i manbalari didaktik jihatdan ikkita tarbiya qismlaridan, ya'ni telekommunikatsiya shakllari va axborot manbalarida tarkib topadi. Elektron pochta, chat, forum, video – konfrensiya va boshqalar telekommunikatsiyaning keng tarqalgan shakllaridan hisoblanadi. Ular oldin bir – biridan uzoqda joylashgan odamla ro'rtasida real muloqot qilish vositasi hisoblangan, hozirda ulardan xorijiy tillarni o'qitishda ta'lim sifatida foydalanilmoqda. Internet tarmog'ining axberot manbalari tarkibida turli tillarda har xil mavzularbo'yichamatnlar, audio va video materillaro'rinolgan. O'quv internet manbalari ta'lim berish va til o'rganish maqsadlarida yaratiladi.

O'quv jarayonida media ta'lim qanchalik mukammal bo'lsa, talabalarning dunyoqarashi, intellectual salohiyati shunchalik rivojlanadi. Demak, bugun media ta'lim sirlarini nazariy jihatdan puxta o'rganib, amaliyotda yetarli darajada qo'llash maqsadga muvofiqdir. Ta'lim jarayonida mavzuga oid turli slaydlar, foto, video, audio lavbalar va video – darslardan foydalanish jarayonining qiziqarli bo'lishiga zamin yaratmoqda. Talabalarga bilim berish jarayonin o'qitishning turli metodlaridan foydalanish hamda ilg'or texnologiyalarni qo'llash talablarini chet tillarini mukammal o'rganishlaridan muhim o'rin kasb etadi. Natijada o'quv yurtni tamomlagan talabalar o'zlarining kelgusi faoliyatlarida olgan bilimlaridan samarali foydalanish imkoniyatlariga egabo'ladilar. Albatta, oliy ta'limning hal qiluvchi vositalaridan biri yuqori natijalar beruvchi o'qishni ta'minlash asosida tayyorlashdir.

Xulosa qilib aytganda, xorijiy tillarni o'qitish samaradorligini oshirishda, yangi pedagogic va zamonaviy axborot texnologiyalari vositalari bo'lmish kompyuter, video – audio yozuvlari, televideniya, internetdan foydalanish quyidagi imkoniyatlarni yaratadi: tili o'rganilayotgan mamlakat haqida tushuncha va tasavvur hosil qilish hamda o'rganuvchilarni xorijiy tllarni o'rganishga motivatsiyani kuchaytirish; ta'limda didaktik ko'rgazmalilik prinsipini to'laroq amalga oshirish; o'z – o'zininazoratqilish, tinglab tushunish, o'qish, gapirish, yozish ko'nikma va malakalarini shakllantirish va rivojlantirishdir.

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UNDERSTANDING STUDENT LEARNING IN TEACHING LANGUAGE

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It is unfortunate, but true, that some academics teach students without having much formal knowledge of how students learn. Many lecturers know how they learnt/learn best, but do not necessarily consider how *their* students learn and if the way they teach is predicated on enabling learning to happen. Nor do they necessarily have the concepts to understand, explain and articulate the process they sense is happening in their students. Learning is about how we perceive and understand the world, about making meaning. But 'learning' is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behavior appropriate to specific situations; it is about change. Despite many years of research into learning, it is not easy to translate this knowledge into practical implications for teaching. There are no simple answers to the questions 'how do we learn?' and 'how as teachers can we bring about learning?' This is partly because education deals with specific purposes and contexts that differ from each other and with students as people, who are diverse in all respects, and ever changing. Not everyone learns in the same way, or equally readily about all types of material. The discipline and level of material to be learnt have an influence. Students bring different backgrounds and expectations to learning. Our knowledge about the relationship between teaching and learning is incomplete and the attitudes and actions of both parties affect the outcome, but we do know enough to make some firm statements about types of action that will usually be helpful in enabling learning to happen. In this chapter some of the major learning theories that are relevant to higher education are introduced. In the discipline of education a theory is something built from research evidence, which *may* have explanatory power; much educational research is not about proving or disproving theories, but about creating them from research data. Increasingly teaching takes place at a distance or electronically rather than face-to-face, but the theories and ideas outlined in this chapter still need to be considered.

Motivation and assessment both play a large part in student learning in higher education. It describes some of the common learning models and theories relevant to higher education, presents case studies in which lecturers relate their teaching to some of these ideas, and indicates broad implications of these ideas for teaching and assessing. We hope readers will consider the ideas, and use those that are helpful in organizing, understanding and enhancing their teaching in their discipline and context. Very frequently learning is thought of in terms only of adding more knowledge, whereas teachers should be considering also how to bring about change or transformation to the pre-existing knowledge of their learners. Additions to knowledge, in the sense of accumulated 'facts', may sometimes be possible without substantial transformation, but any learning of a higher order, involving understanding or creativity, for example, can usually only happen when the underlying schemata are themselves changed to incorporate new, more refined understanding and linkages. Such change will itself be likely to facilitate retention of facts for the longer term. In the 1970s, Marton (1975) conducted empirical work that has subsequently gained much credibility and currency in higher education. Considerable further work has taken place, including in and across a range of disciplinary contexts (e.g. Lizzio *et al.*, 2002). Marton's research, investigating the interaction between a student and a set learning task, led to the conclusion that students' approaches to the task (their intention) determined the extent to which they engaged with their subject and this affected the quality of outcomes.

These were classified as deep and surface **approaches to learning**.

The **deep approach** to learning is typified by an intention to understand and seek meaning, leading students to attempt to relate concepts to existing understanding and to each other, to distinguish between new ideas and existing knowledge, and to critically evaluate and determine key themes and concepts. In short, such an approach results from the students' intention to gain maximum meaning from their studying, which they achieve through high levels of cognitive processing throughout learning. Facts are learnt in the context of meaning. There is some evidence that lecturers who take a **student focused approach** to teaching and learning will encourage students towards a deep approach to study (Prosser and Trigwell, 1999). The **surface approach** to learning is typified by an intention to complete the task, memorise information, make no distinction between new ideas and existing knowledge; and to treat the task as externally imposed. Rote learning is the typical surface approach. Such an approach results from students' intention to offer the impression that maximum learning has taken place, which they achieve through superficial levels of cognitive\ processing. 'Facts' are learnt without a meaningful framework. The following illustrates these concepts. The learning outcomes for, say, social science students, who adopt a deep approach to the task of reading a set text, would include full engagement with the central theme of the text and an understanding of contributing arguments. In contrast, those who adopt a surface approach would fail to identify the central themes – primarily because they would be engrossed in progressing through the text sequentially, attempting to remember the flat landscape of facts.

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THE IMPORTANCE OF CREATIVITY IN TEACHING GRAMMAR

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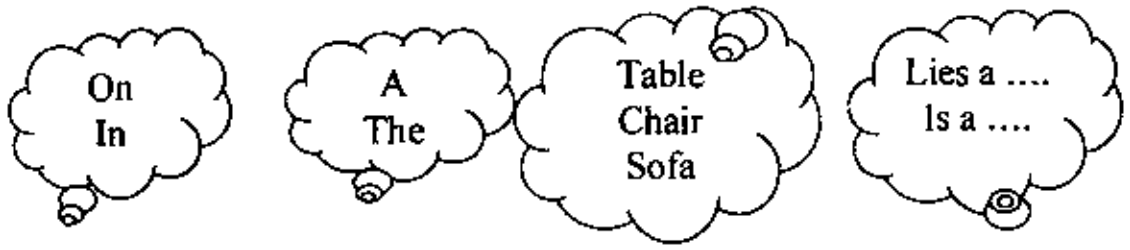
In the world of today learning languages is so developing, thus language learners desire more interesting methods of teaching. Therefore linguists still discuss on the importance of integrating grammar in language teaching, because of notion of the teaching grammar, where they think that implementing grammar is not so important in language teaching. However, creative approach of teaching grammar is always involving. It helps motivate students, and instead of the usual daily tasks allows you to dive into the exciting adventure. According to Jill Hadfield, author of the book "Elementary grammar games", it is always motivating coming up with new ideas in the original language, the students begin to make personal investments in language and culture. By practicing grammar exercises, you follow certain rules and structures. All the ideas that seem to be the antithesis of creativity and that are incompatible with the freedom and violation of the rules, just help to create new connections. However, paradoxically, the new structures being developed thanks to the multiple repetitions. Here you may see some helpful hints for teaching grammar:

Help students with what to say and how to say: Limits help to think differently, the easiest way - to find a particular stimulus. It can be photos, text, objects, and music. All of these things will help the students to describe what they feel (when it comes to style and writing), plunging into a certain mood. Guiding questions help students stick to the topic. **The next idea - to combine incongruous:** So, we can offer the students to think about the "clash of ideas" when two completely different thoughts should be creatively combined. For example,

instructions on how to eat spaghetti and both fall in love. These johs often cause very different feelings in the first place, we never use the instructions in these situations, and secondly, students will need to look at a job from a completely different point of view. You can also invite them to express their thoughts about any event, as if they were in place toys. Work hard to get students to think, even if they do not want. Immerse them in a situation where they have to "join" in the work. **Use the game "chain writing"**: Ask a situation, such as "overheard a conversation in the cafe." Offer to work in pairs, with the task of each student - write a sentence overheard from a conversation in a café and transfer sheet with a record of their stalls, which will write that in turn he heard, thus simulating oral communication. **Mystery object**: The challenge is about students writing a poem hy describing the specific location (indoors or outdoors). Level of the language is important. It worked through the place of prepositions in a sentence. The mass of ideas can be found on creativecommons.org. Objective: To find a picture, whicb shows a variety of objects, such as chairs, tahles, paintings, umbrellas, mirrors, etc? Prepare a "cloud" on which were written the words, prepositions, articles, like the one below:



Read the students a poem, a riddle, and ask them to guess the object in question:

On a bench, Next to a tree
Beside a lake lies a .....

Invite students to think about why the subject is in a certain place, and who may be the owner, ask the students to close their eyes and imagine what might happen next with this subject. In the example shown here, the song «Logical Song» by the group Super tramp, in which the basic semantic weight are adjectives (here put it in parentheses, instead of spaces), so:

When I was (young), it seemed that life was so (wonderful), a miracle, oh it was (beautiful, magical)

And (all) the birds in the trees, well, they'd be singing so (happily, joyfully, playfully) watching me.

But then they sent me away to teach me how to be (sensible, logical, responsible, practical)

And they showed me a world where I could be so (dependable, clinical, intellectual, cynical).

There are times when (all) the world's (asleep), the questions run too (deep) for (such) a (simple) man.

Won't you please, please tell me what we've learned.

I know it sounds (absurd), but please tell me who I am.

I said; watch what you say or they'll be calling you a (radical, liberal, fanatical, criminal).

Won't you sign up (your) name, we'd like to feel you're (acceptable, respectable, presentable), a vegetable!

There are nights when (all) the world's (asleep), the questions run so (deep) for (such) a (simple) man.

Won't you please, please tell me what you've learned.

I know it sounds (absurd), but please tell me who I am.

So, the song presents 26 adjectives. Here no less important than the adjectives meaning inherent in this song: This song is about growing up, about how consciousness changes with age. As it's given examples teaching grammar is not as boring as some linguists say. With the help of context and blending theory teachers may create a very interesting lesson where grammar is integrated.

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ZAMONAVIY TEXNOLOGIYALARNING XORIJIY TIL TA'LIMIDA O'RNI

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Davlatimizning jahon mamlakatlari bilan olib borayotgan iqtisodiy, siyosiy, madaniy va ma'rifiy aloqalari kuchayib borayotgan bir paytda yoshlarimizning xorijiy mamlakatlar hayoti, madaniyati, urf-odatlari, tiliga bo'lgan qiziqishlari ortib bormoqda. Bu aloqalarning rivojida xorijiy tillar, ayniqsa, ingliz tilining o'rni beqiyosdir. «Ta'lim to'g'risida»gi qonun va Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida»gi Prezidentimiz qarorida uzluksiz ta'lim tizimida chet tillarini faol o'rgatish uchun zarur sharoit yaratish, zamonaviy o'quv-uslubiy materiallar bilan ta'minlashni yanada takomillashtirish, bunda axborot-kommunikatsiya texnologiyalaridan samarali foydalangan holda xorijiy tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish vazifasini amalga oshirish maqsad qilib qo'yilgan. O'quvchilarga xorijiy tillarni o'qitishda qo'shimcha manbalardan samarali foydalanish, yordamchi o'quv vositalar ko'magida o'quvchilarning xorijiy tilga qiziqish va munosabatini yanada yuksaltirish, har bir darsni interaktiv, ya'ni, aktiv-o'quvchi usullarida olib borish, darslardan so'ng ularga qo'shimcha darslar berish va bu jarayondan an'anaviy uslublardan keng foydalanishni taqozo qiladi. Ana shunday innovatsion texnologiyalardan foydalangan holda tashkil etilgan dars jarayonida o'quvchilarning chet tiliga bo'lgan qiziqishlari ortib, ularning mustaqil ijodiy ishlash malaka va ko'nikmalari takomillashib boradi. Natijada o'quvchilarda nutqiy muloqotga kirishish rivojlanib, ularda nutq madaniyatini oshirish imkoniyati paydo bo'ladi.Ilmiy adabiyotlarda keltirilishicha, «Innovatsion texnologiya» terminining etimologiyasiga ko'ra, «innovatsiya» (inglizcha innovation — kiritilgan yangilik, ixtiro) «fan-texnikada joriy etilgan yangilik» ma'nosini ifodalaydi, «texnologiya» esa lingvodidaktik tushuncha sifatida «kam vaqt, kuch va mablag' sarflab, ta'lim maqsadiga erishishni ta'minlovchi sa'y-harakatni ilmiy tashkil qilishning oqilona usullari majmui»ni ifodalaydi. Shuni alohida ta'kidlash kerakki, an'anaviy pedagogikada innovatsion texnologiyaning muayyan usullari sifatida, masalan, Brain storming, case, zigzag, cluster, project, method kabi turlarini qo'llash katta natija beradi. Chet tillarini o'rgatishda, albatta, o'qish, ya'ni mutolaaning roli juda muhim hisoblanadi. Biroq, pedagogik faoliyat davomida shu narsaga amin bo'lamizki, og'zaki nutq ham chet tillarini o'rgatishning eng samarali vositalaridan biri ekan. Yana bir xulosa shuki, biror bir xorijiy tilni mukammal o'rganishni o'z oldiga maqsad qilgan shaxs, avvalambor, o'z ona tilini har jihatdan mukammal egallagan bo'lishi lozim.Ayrim holatlarda biz, talaba o'qishni bilmasa, grammatikani bilmasa, u gapira olmaydi deb asosiy kuch va urg'uni o'qishga, grammatikani o'rganishga katta e`tibor qaratamiz. Biroq, intellektual salohiyat, o'zlashtirish, qabul qilish, anglash va xotira darajasi har bir o'quvchida o'zgacha rivojlangan bo'ladi. Kimdir eshitish, kimdir yozish yoki o'qish, yana kimdir esa faqat ko'rish va so'zlash orqali yaxshi qabul qiladi. Shu bois ham, yuqorida ta'kidlah o'tilganidek, imkon qadar har bir talabaga, uning salohiyatidan kelib chiqib, individual yondashgan holda, o'zlashtirish va singdirishning turli vositalaridan, eng muhimi, og'zaki nutqni rivojlantirish usullaridan ham unumli foydalanishimiz zarur. Og'zaki nutq mashg'ulotlarini o'tkazishdan maqsad o'quvchilar yodidan ko'tarilgan so'z, ibora.

namunalarni esga tusbirish, inglizcha tinglash, gapirish uchun nutq organlarini tayyorlash, ularni ingliz muhitiga tushirishdir. O'quv mashg'ulotlari davomida mazkur aralash va sof dars turlarini qo'llash orqali o'quvchilarning ingliz tilida gapirish, tinglab tushunish, o'qish, yozish, xotira va mantiqiy tafakkurni rivojlantirish, ularning bilim saviyasi va ma'naviyatini yuksaltirish, aqliy mehnat malakalarini hosil qilish, shuningdek, o'quvchi shaxsining aqliy, hissiy va motivatsion xususiyatlarini rivojlantirisbga erishiladi. Darhaqiqat, ta'lim muassasalarida xorijiy tillar xonalari o'qitishning zamonaviy texnik vositalari bilan jihozlanayotganligi, shuningdek, televideniye orqali xorijiy tillarga o'rgatish bo'yicha ko'rsatuvlar namoyish etilayotganligi, ingliz tilidagi ilmiy-ommabop hamda multiplikatsion filmlarning o'zbek tilidagi subtitr yordamida ko'rsatilayotganligi o'quvchilarning chet tilidagi bilimlarini ham nazariy, ham amaliy jihatdan yanada boyitmoqda.Bugungi o'quvchilarimiz orasida chet tilini mukammal biladiganlari, jahon adabiyoti namunalarini tarjima qiladiganlari, bir necha xorijiy tillarni o'rganayotganlari ko'p. O'zbekiston Respublikasi Prezidenti "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi Qarorga imzo chekdi. Qarorda ta'kidlanganidek, bugungi kun zamonaviy pedagogik va ahborot-kommunikaciya tehnologiyalaridan foydalanib, o'qitishning ilg'or usullarini joriy etish orqali yoshlarga chet tillarni o'rgatish, shu tillarda erkin so'zlasha oladigan mutahassislar tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon sivilizasiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratishni taqozo etadi. Kadrlar tayyorlash Milliy dasturining 3.3.2-bandida uzluksiz ta'limni islob qilish ucbun belgilangan vazifalarni amalga oshirishda ham chet tilini o'rganish talab qilinadi. Demak, ta'limning barcha turlarida chet tilni o'rganish maqsadga muvofiq. Chet tiini o'qitishda esa jahon tajribasida sinovdan o'tgan ta'lim tehnologiyalarini qo'llash samarali natijalar berishi ayon. Oliy o'quv yurtlarida ayrim maxsus fanlarni, xususan, texnik va xalqaro mutaxassisliklar bo'yicha o'qitish chet tillarda olib boriladi. Qarorda shuningdek, chet tillarni o'rganishni yanada rivojlantirish bo'yicha doimiy ishlaydigan Muvofiqlashtiruvchi kengashni tashkil qilish, O'zbekiston davlat jahon tillari universitetini esa uning ishchi organi etih belgilash qayd etilgan. 2015-2016 o'quv yillaridan boshlab, barcha oliy ta'lim muassasalariga kirish testlari blokiga xorijiy tillar ham kiritiladi. 2013-2016 yillarda ta'lim muassasalari xorijiy tillar kabinetlarini zamonaviy axborot-kommunikatsiya va o'qitishning texnik vositalari va anjomlari bilan jihozlash bam nazarada tutilgan.T a'lim tizimining barcha bosqichlarida chet tillarni uzluksiz o'rganishni tashkil qilish, shuningdek, o'qituvchilar malakasini oshirish hamda zamonaviy o'quv-uslubiy materiallar bilan ta'minlash yanada takomillashtirilishini taqozo etadi. Mazkur qarorni qabul qilishdan maqsad zamonaviy pedagogik va axborot-kommunikatsiya texnologiyalaridan foydalangan holda o'qitishning ilg'or uslublarini joriy etish yo'li bilan, o'sib kelayotgan yosh avlodni chet tillarga o'qitish, shu tillarda erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish hamda buning negizida, ularning jahon sivilizatsiyasi yutuqlari hamda dunyo axborot resurslaridan keng ko'lamda foydalanishlari, xalqaro hamkorlik va muloqotni rivojlantirishlari uchun shart-sharoit va imkoniyatlar yaratishdan iborat.

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ПРИМЕНЕНИЕ СОВРЕМЕННЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ НА ЗАНЯТИЯХ ИНОСТРАННОГО ЯЗЫКА

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Современная система образования стоит перед проблемой выбора новых путей развития образования. Одним из таких путей развития образования можно назвать внедрение новейших средств информационной технологии в различных сферах человеческой деятельности, в том числе и в образовании, компьютеризация учебного процесса рассматривается как один из актуальных факторов организации обучения тому или иному предмету.

Язык как средство общения постоянно развивается, меняется структура языка, грамматика, произношение, написание слов и т. д.

Процесс обучения английскому языку является сложной, постоянно развивающейся системой. Компьютеризация обучения иностранному языку помогает облегчить доступ к информации и сократить время изучения языка. На данный момент существует огромный выбор мультимедиа продуктов, Интернет-страничек, содержащих информацию, необходимую для изучения иностранного языка, электронных учебников, баз данных с тематическими текстами и упражнениями. Такое количество источников затрудняет поиск необходимой информации.

Традиционно в процессе обучения иностранным языкам, в частности английскому, в высшем учебном заведении, колледжах, лицеях и школах используются учебники, пособия, аудио- и видеоматериалы. Но на смену им приходят новые информационные технологии - Интернет, мультимедийный компьютер, мультимедийный учебник. Технологические возможности мультимедийныхсредств огромны, в процессе преподавания иностранного языка значительно увеличивается эффективность и мотивация обучения.Компьютер на занятиях иностранного языка- это насущное требование времени, поэтому наряду с традиционными методами, преподаватель иностранного языка использует в своей работе информационные технологии.

Компьютер- это мощное, самое современное на данный момент средство обучения, позволяющее использовать различные формы и приёмы работы на занятиях иностранного языка и решать ряд важных задач. Учебные электронные программы по иностранным языкам позволяют работать над совершенствованием фонетических, лексических и грамматических навыков. Применение аудио и видео программ даёт возможность развивать умения аудирования. Использование Интернета даёт возможность получать информацию из разных источников, пользоваться ею, оформлять ее самостоятельно. Применение преподавателем на занятиях мультимедийных презентаций помогает преподавателю расширить возможности занятия, сделать его более интересным, продуктивным, вовлекать обучающихся в самостоятельную работу, повышать мотивацию, а мотивация имеет большое значение в обучении иностранным языкам.

В настоящее время необходимо умение получать информацию из разных источников, пользоваться ей и создавать ее самостоятельно.

Известно, что компьютерные технологии позволяют усилить интерес обучаемых к учёбе, увеличить доступность материала, повысить уровень усвоения знаний, активизировать самостоятельную практическую деятельность обучаемых.

Занятия с использованием компьютерных технологий помогают преподавателю в реализации индивидуального подхода, вызывают живой интерес уобучаемых, активизируют их практическую деятельность, способствуют формированию компьютерной грамотности.

При использовании компьютера на занятиях иностранного языка учащиеся овладевают приёмами учебной деятельности. навыками анализа и отбора информации, совершенствуют навыки в различных видах речевой деятельности, тем самым они развивают языковую компетенцию.

Компьютерные технологии можно использовать на всех этапах процесса обучения: при объяснении нового материала, закреплении, повторении, контроле знаний, умений и навыков

Использование мультимедийных презентаций является неотъемлемой частью занятия иностранного языка. На занятиях иностранного языка учебные презентации можно использовать при обучении аудированию, для развития устной и письменной речи, для ознакомления и работы над лексикой. отработки грамматических структур. Их использование позволяет эффективно решить как практические, образовательные, так и воспитательные и развивающие задачи.

Презентация-(от латинского *praesentatio* - общественное представление чего-либо нового, недавно появившегося, создацного) - информационный или рекламный инструмент, позволяющий пользователю активно взаимодействовать с ним через элементы управления [1].

Мультимедиа - комплекс аппаратных и программных средств, позволяющих пользователю работать в дналоговом режиме с разнородными данными (графика, текст, звук, видео), организованными в виде единой информационной среды[2].

Цель мультимеднйной презентации - донести до аудиторни (обучаемых) полноценную информацию об объекте презентации в удобной форме.Сама презентация является файлом, который создается в протрамме PowerPoint. Для работы с презентацней необходимо использование и других программ: MicrosoftWord (позволяет форматировать нужный текст), MicrosoftPowerPoint (делает доступными действия с анимационными картинками, звуковыми и видео файламн) MicrosoftInternetExplorer (позволяет работать с ресурсами Internet).

Таким образом, презентация представляет собой сочетание текста, гипертекстовых ссылок, компьютерной анимации, графики, видео, музыки и звукового ряда (но не обязательно всё вместе), которые организованы в единую среду. Кроме того, презентация имеет сюжет, сценарий и структуру, организованную для удобного восприятия информации. Отличительной особенностью презентации является её интерактивность, то есть создаваемая для пользователя возможность взаимодействия через элементы управления. Презентации могут сочетать слайды с текстом, картинками, иллюстрациями, графиками, в зависимости от назначения в них может преобладать текст или иллюстрации.

Применениекрасочно иллюстрированных, озвученных, или анимациоиных слайдов способствует повышению интереса обучающихся, позволяет включить в работу различные виды памяти, ведёт к лучшему усвоению лексики, мотнвирует обучающихся на изучение иностранного языка.

Сегодня одной из актуальцых технологнй, является проектная форма работы, которая позволяет учащимся применить накопленные знаиия по предмету. Учащиеся раеширяют свой кругозор, граиицы владения языком, получая опыт от практического его использования, учатся слушать иноязычную речь и слышать, понимать друг друга при защите проектов. Обучаемые работают со справочной литературой, словарями, компьютером. тем самым создаётся возможность прямого коитакта с аутентичиым языком, чего не даёт изучение языка только с помощью учебника на занятии в классе. Метод проектов формирует у обучаемых коммуникативные навыки, культуру общения, умения кратко и доступно формулировать мысли, терпимо относиться к мнению партнёров по общению, развивать умение добывать нформацию нз разных

источников,обрабатывать её с помощью современных компьютерных технологий, создает языковую среду, способствующую возникиовеиию естественной потребности в общении на иностранном языке.

Мультимедийные презентации могут создаваться обучаемымив процессе их проектной деятельности. Работа над презеитацией– процесс творческий. Учащийся самостоятельно или под руководством преподавателя занимается поиском решения какой-то проблемы, для этого требуется не только знание языка, но и владение большим объёмом предметных знаний, владеще творческими, коммуникативцыми и интеллектуальными умениями и в данномслучаеот них требуется умения работать на компьютере.В курсе иностранных языков метод проектов может использоваться в рамках программного материала практически по любой теме. Работа над проектамн развивает воображение, фантазию, творческое мышление, самостоятельность и другие личностные качества, развивает коммуникативные компетенции обучаемых, способствует приобретеиию технологии умения учиться.

Под руководством преподавателя работа над презентацией проходит в цесколько этапов:

-определение темы, уточнение целей конечного результата, формирование рабочих групп, определение источников информации;

-поиск необходимой информации, творческая переработка, выполнение презентации.

- защита своей работы.

Оформление презентаций- это прецесс творческий, обучаемые имеют возможность проявить свои умения работать с различными программами, используют различные шрифты, фотографии, рисунки, звук и даже видео. Всё это делает работу более привлекательной и значимой.

Работа над мультимедийными презентациями предполагает самостоятельиую работу учащихся на понимание и усвоенне информации, приобретение умения работать на компьютере, применеиие логического и критического мышления во время работы, креативную направленность даниой деятельности и нспользованне полученцых знаний в разных новых ситуациях.

Применение современных информационных технологий на занятиях иностранного языка дает возможность постоянного совершенствования учебного материала, внедреиия новых организационных форм и подходов к обучению, а также повышения мотивации и формпрования разносторонне развитых учащихся, владеющих как языковымн навыками, так и личностнымн качествами, пригодными для дальнейшего успешного обучения (образования) и достижения определенных высот в выбранной сфере деятельности.

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ЗАМОНАВИЙ ЯПОН ТИЛИ ЁКИ ЗАМОНГА МОСЛАШТИРИЛГАН ТИЛ

Хайруллаева У.С.
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Ҳозирги кунда ёшларимизнинг шарк тилларига бўлган кизикишлари тобора кучайиб бормокда. Мухтарам юртбошимиз И.А.Каримовнинг "Юксак маънавият-енгилмас куч" асарларида "Ватанимизнинг келажаги, халкимизнинг эртанги куни, мамлакатимизнинг жаҳон ҳамжамиятидаги обрў-эътибори авваламбор фарзандлариимизнинг униб ўсиб улгайиб, қандай инсон бўлиб ҳаётга кириб боришига богликдир. Биз бундай ўткир хақиқатни хеч качон унитмаслигимиз керак" дея таъкидлаганлар.

Бугунги куида давлатнмиз "Кадрлар тайёрлаш миллий дастури"даёцлар масаласига катта эътибор берилиб келаётган бир вактда, хар томонлама етук ва билимли ёшларга бўлган эҳтиёж тобора ортнб бормокда. Айпикса, чет-тилларини ўргапиш учун етарлича шароитлар мавжуддир. И.А.Каримовнинг "Чет-тилларини ўрганишни янада такомиллаштириш чора-тадбирлари тўғрисида"ги қарорларн бу сохани янада изчиллаштиришга хизмат килиб келмокда. Бу борада чет-тилини ўрганишда уни хар томонлама,ўқув масалаларида ОТМларда, хатто энг оддий жихатларини ҳамўрганишимиз мақсадга мувофиқдир.

Шарк тилини ўрганишда бизга умуман ёд бўлган товушлар ва талаффузлар орасидан бизга таниш бўлган сўзларни илгаб олгач, ушбу ҳолат бизни бу еўзлар борасида фикрлашга мажбур килади.

Бугун биз япон тнлига чет-тилидан кириб келган сўзлар борасида фикр юритамиз. Ҳозирда дунёда бирорта ҳам соф тил йўк-ки, ўзининг дастлабки ҳолатини сақлаб колган бўлса. Тилларницг лугат жамгармасн мунтазам равишда ўзгаришда, такомилда бўлиб бормокда. Эскирган, ишлатилмай колган, талабдан четга сурнлган лексик бирликлар ўрнини, истъмолчиларнинг эҳтиёжни қондира оладиган янги лексик бирликлар эгалламокда.Тил, айникса унинг луғати доим ўсиш-ўзгаришда бўлади. Албатта, бундай ўсиш-ўзгаришлар тез ва узил-кесил содир бўлмайди. Шу сабабли замонийлиги жихатидан хар хил бирликлар ёнма-ён яшаб туради.

Бизга маълумки, янги пайдо бўлган сўзлар ёки илмий тнл билаи айтилганда, янгилик "бўёғи" мавжуд бўлган лексемаларга тилшуносликда – неологизмлар дейилади. Мазкур тушунча ўзбек тилида неологизмлар дейилса, япон тилида外来語–"gairaigo", яъни чет-тилидан ўзлаштирилган сўзлар сифатида тушунилади. Япон тилида чет-тилларидан олинган ўзлашма сўзлар кўп. Ўзлашма сўзларнинг кўпчилиги ипглиз тили билан боглик. Шунингдек, француз, немис, португал тилларидан ўзлашган сўзлар ҳам учрайди. Агар Европа тилларидан сўзларни ўзлаштнриш тарихини кузатадиган бўлсак, у холда дастлаб сўзлар голланд ва ва португал тилларидан ўзлаштирилганнни, масалан: パン[рап]– "нон", яъни япон ороларига илк бор келган европаликларнинг тилларидан кириб келгаиини кўрамиз. Немис тилидан ўзлаштирилган айрнм сўзлар ҳам мавжуд бўлиб, бугунги кунда уларнинг дастлабки маъноси анча ўзгарган. Масалан: アルバイト[arubaito] – "arbeit"-"кўшимча иш".

Шу боисдан японлар чет тили сўзларини яъни 外来語 – "gairaigo" ни катакана алифбосида ёзаднлар. Катаканада ёзиладиган сўзларнинг келиб чикиши чет тилидан ўзлашган сўзлар билан богликдир.

Бизни кизиктирган масала бухалкаро мулокат тилларининг етакчиларидан бири бўлган ииглиз тилидаи япон тнлига кириб келган ўзлашган сўзлардир. Фақат бу сўзлар бироз японтили талаффузнга мослаштирилган бўлиб, илгаб олиш бироз кийин бўлсада, диккат билан тингланса англаб олиш осон бўлади.

Айтиш жоизки, япоилар чет тили сўзлари асосида ҳам ўз сўзларини тузадилар.

Бу сўзларга доир кўпгина мисоллар келтириш мумкин. Масалан, инглиз тилидан ўзлаштирилиб, японтили мулокатида оммалашиб бораётган:

ミルク[miruku]-milk-сут, ドリング[doringu]-drink-ичимлик, デザート[deza:to]-dessert- ширинлик,アイスクリーム[aisukuri:mu]-Ice cream—музкаймок,イメージ[ime:ji]-image – тасаввур, アイデイア[aidia]-idea- гоя,デバット[debatto]-debate-мунозара, ゲーム[ge:mu]-game-ўйин,ビデーオ[bide:o]-video-видео мухокама,
,レストラン[resutoran]-restaurant-ресторан кабн таниш сўзларин сухбат давомида идгаб олишимиз мумкин.

Келтириб ўтилган бу каби ўзлашма сўзлар замонавнйяпон тилида фаол лексемалар таркибига киради. Улар кундалик турмушда ҳар куни кўлланилиб келинмокда. Японларни ўзлари таъкидлаганларидек, японлар чет тили сўзларини тез ўрганувчилар ҳисоблацади. Бир томондан сўз бойлиги кўпайиши ва фаол лексемага айланувчи "gairaigo"лар тез-тез нуткда ишлатилса, баъзи сўзлар борки, бу япон тилида мавжуд сўз ҳисоблансада, япои халки барибир чет-тилидан кириб келган сўзларни ишлатишади. Масалан: 喫茶店—[kissaten] бу кахвахона деган маъиони билднрувчи сўз ҳисобданади. Гарчи шундай бўлсада, бўгунда мазкур сўз ўрнига ннглиз тилидан кирган カッフ[kappu]-café- кахвахонасўзи оммалашмокда. Бундай мисолларни кўплаб келтиришимиз мумкии (会議—[kaigi], コングレス—[konguresu]-congress-мажлис, ...)

Мавзу доирасида яна бир фикрни келтириш мумкин, бу япон тилига чет тилидан кирган сўзларнинг кискартириб айтилиши. Ўзбек тилида ҳам бундай ҳолат мавжуд. Япон тили лексемасида ўзлашган "gairaigo"лар семантик маъноларини ёкотмай кискартириб айтилиши ҳолатлари бор. Жумладан инглиз тилидаги Pesonal Computer-パーソナルコンピュータ[pa:sonaru konpyu:ta:] яъни шахсий компьютер (notebook) маъносидаги сўз бугунги кунда япон тилида パソコン[pasokon] (per com)шаклида юритилади. Яна мисол сифатида building –нишоот, бино сўзини олишимиз мумкнн. Япон тилида аввал ビルヂング[birudingu]шаклиданшлатилгаибўлса, ҳозирдакискартирилиб ビル[biru] деб айтилади. Бундай кискартириб ишлатиш нафакат чет тилидан ўзлашган сўзларда, балки асл япон тили сўзларида ҳам кискартнриб айтиш шакллари мавжуд. Бундай кискартиришлар бир томондан кулай ҳамда тушунарли бўлса, яна бир жиҳатдан ёзма нуткда осон услуб хисобланади. Япон тилида сўзларни кискартириш 省略します[shyouryakushimasu] деб айтилади.

Япон тнлида бу кабн кўпгина ўзгаришлар ҳаттоки японларнинг ўзларида ҳам муаммоларни келтириб чиқармокда. Бу муаммолар тилга кириб келаётган ўзлаштирилган сўзларгина бўлиб қолмай, балки сўзлар билан биргаликда сленгларнинг кириб келиши ва япон ёшлари орасида ғарб маданиятини уларнинг кундалик ҳаётида бир оддий ҳолат сифатида қабул килинишига замии яратиб бермокдадир.

Ҳозирги кунга келиб, япоц-тилндаги ўзлашган сўзлар сони 45 мингдан ортик бўлиб, булардан 90 фоиз сўзлар цнглиз тнлидан ўзлаштирилган сўзлардир. Япон ёши улуглари "Биз ҳозирги ёшларимизни замоиавий япон-тилида сўзлашиб келаётганларига карши эмасмиз. Лекии биз кариялар замонга мослаштирилган тил ва ёд маданиятларга мослаша ололмаймиз. Замонавий япон-тили биз карияларни келажак авлол билан бўлган мулокотимизни йўкотиб бормокда ва тилнинг иммунитетини сусайтириш орқали ўзимизнинг миллий маданиятларимиздан узоклаштирмокда" деган фикрни билдирдилар.

Хулоса қилиб айтганда, япон тилида ўзлашма лексемалар кўп ва улар ҳозирда фаолдир.Бу сўзларнинг семантик маънолари ўз маъносини деярли ёкотмайди, баъзан ёкотиши ҳоллари ҳам бор. Лекин тўла маъиони ёкотиш бўлмайди. Чет тили ўзлашма

сўзлар хисобига япон тили хам бой лексемасини ташкил этмокда. Шу боисдан инглиз тилини сал бўлсада тушунадиган одам учун япон тилини ўрганиш осон бўлади дейишимиз мумкин. Бу ўз навбатида неологизмлар ёки "gairaigo"лар натижаси хисобланади. Аксарият гапларда японлар "gairaigo"лардан фойдаланишмокда. Булар кашфиёт, янги техника терминлари сингари сўзлар хисобланади. Шу боисдан махсус катакана япон тили алфавити борки, айнан шу алфавит ўзланма сўзларни ёзишда ишлатилади. Бу эса япон тилининг бошка шарк тилларидан ажратиб турувчи ўзига хос хусусиятларидан бири хисобланади.

Япон ёшлари, балки замондан ортда колмаслик максадида ёки тенгкурлари орасида ажралиб колмасликлари учун хам тилдаги сўзларнинг маънодошларини айнан инглиз-тилидан ўзлаштираётгандирлар, лекин бу жамиятни бир неча авлодларга таксимланиб кетиши ва оралиқда бўшликларни хосил бўлишига сабаб бўлишини ёддан чиқармаслигимиз керак.

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ЎҚИТИШ СИФАТИНИ ТАЪМИНЛАШДА ТАЛАБАЛАР МУСТАҚИЛ ИШИНИНГ ТУТГАН ЎРНИ

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ЎзДЖТУ

Мустакил ишни бажаришдан асосий макеад – профессор-ўкитувчиларнинг бевосита рахбарлиги ва назорати остида талабаларни семестр давомида фанни узлуксиз ўрганишини ташкил этиш, олинган билим ва кўникмаларни янада мустахкамлаш, келгусидаги дарсларга тайёргарлик кўриш, аклий мехнат маданиятини, янги билимларни мустакил равишда излаб топиш ва кабул килишни шакллантириш натижасида ракобатбардош кадрларни тайёрлашга эришишидан иборат.

Мустакил ишни ташкил этиш асосн икки максадни кўзда тутади:

1. Бўлажак мутухассисларнинг ижодий фикрлаш кобилиятини ривожлантириш учун талабаларни ўз устида мустакил ишлашга ўргатиш;
2. Талабаларга мустакил таълим олиш йўли билан билим олишга ўргатиш, масалан, ўкитувчи рахбарлигида талабаларнинг ўз устида ишлашини ташкил этиш.

Мустакил иш учун бериладиган топшириклариинг шакли ва хажми, кийинчилик даражаси фаннинг бир бўлимидан иккинчи бўлимига ўтишида мустахкам замин бўла олиши зарур. Улардаги хосил бўлган кўникмаларга мувофик равишда талаба кейнги бўлимда уни кўллай олиши ва ривожлантира олиши зарур. Яъни, талабаларнинг топшириклари бажаришдаги мустакиллиги даражасини аста-секин ошириб, уларнинг топшириклари бажаришга тизимли ва ижодий ёидошишга ўргатиб бориш максадга мувофик бўлади. Бунинг учун эса ўкитувчилар ўз олдидаги куйидаги вазифаларни бирламчи деб билишлари зарур:

- Талаба саводхонлигини замон талабида ривожлантириш;
- Талаба мустакил ишларини тўғри йўналтиришни ташкил этиш;

- Талаба билим даражасини аниқлаштириш ва табақалаштириш;
- Ҳар хил даражадаги машқ ва топшириқлар бўйича ўргатувчи вазифалар тайёрлаш;
- Турли даражадаги тизимли дастурий мажмуа тайёрлаш;
- Ҳар бир талаба билим даражасидаги эталонлардан бошлаб секин-асталик билан мураккабларига ўтишни тўғри олиб бориш.

Талабалар мустақил ишини ташкил этишда талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидагилардан фойдаланиш мумкин:

- Фаннинг айрим мавзуларини ўзлаштириш мақсадида мавжуд электрон дарсликлар ва мажмуалар билан таъминлаш;
- Интернет ресурсларидан тўғри фойдаланиш тартиб ва қоидалари билан таништириш;
- Семинар машғулотлари учун махсус топшириқлар ишлаб чиқиш;
- Мунозарали саволлар ва топшириқларга тайёргарлик кўриш;
- Белгиланган мавзулар бўйича замонавий ахборот технологиялари ёрдамида тақдимот материаллари тайёрлаш;
- Махсус семинарлар ёки дебатлар тайёрлаш;
- Кўргазмали материаллар тайёрлаш;
- Талабаларнинг илмий жамиятларда ва мавжуд тўгаракларда иштирок этишини таъминлаш;
- Реферат, илмий мақола, тезис ва маъруза матнларини тайёрлашга қаратилган ўргатувчи намуналар тайёрлаш;
- Курс иши (лойиҳалари)ни бажаришни ташкиллаштириш;
- Талабаларнинг илмий-амалий конференцияларини ўтказиш.

Мустақил иш топшириқлари муваффақиятли якунланиши учун қуйидаги талаблар бажарилиши лозим:

1. Мақсад аниқ асосланиши керак;
2. Вазифа ва топшириқларнинг аниқ-равшан белгиланиши шарт;
3. Топшириқ шакли ва баҳолаш мезонларн аниқ белгланиши зарур.

Талабалар мустақил ишини шартли равишда қуйидаги икки гуруҳга ажратиш мумкин:

- Аудиторияда амалга ошириладиган мустақил ишлар;
- Аудиториядан ташқарида амалга ошириладиган мустақил ишлар.

Биринчи ҳолда ўтилган мавзуни қайта ишлаш, кенгайтириш ва мустаҳкамлашга оид топшириқлар, иккинчисида эса ўқув дастуридаги айрим мавзуларни мустақил ҳолда ўзлаштириш, уйга берилган вазифаларни бажариш, амалий ва лаборатория ишларига тайёргарлик кўриб келиш, ижодий ва илмий – тадқиқот характеридаги ишлар бажарилади.

Талабаларинг мустақил ишларини ташкил этишда ўқитувчининг вазифаси мустақил иш самарадорлигини таъминлаш, маслаҳат, малий ёрдам бериш ва мустақил таълим натижасини назорат қилишдан иборатдир. Талабалардан эса ўз пайбатида, ҳар бир фандан мустақил таълим учун ажратилгандастурдаги материалларни мустақил мутолаа қилиш ва ўзлаштириш талаб этилади. Шунинг учун ҳам ҳар бир фан ўқитувчиси талабаларга мустақил изланиш сирларини ўргатиш, бу изланишдан талабанинг мамнун бўлиши, мустақил ишлаш учун кўпроқ имкон яратиши, билимга қизиқишини оширишга ҳаракат қилиши зарур.

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ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ НА ОСНОВЕ КОМПЕТЕНТНОСТНОГО ПОДХОДА

Хусаинов Э.
УзГУМЯ

В современный период происходит формирование единого мирового образовательного пространства посредством, в частности, гармонизации образовательных стаидартов, подходов, учебных планов, классификаторов специальностей в разных странах мира.

Одной из актуальных проблем повышения эффективности учебного процесса при кредитной технологии обучепия является организация самостоятельной работы студентов на основе компетентностного подхода.

Организация самостоятельной работы студентов является одним из наиболее эффективных направлений в учебном процессе, развивающим самостоятельную творческую деятельность на основе компетентностного подхода, исключительно сильно стимулирующую приобретение и закреплепие знаний в процессе обучения иностранному языку.

Любой вид занятий, создающий условия для зарождения самостоятельной мысли, познавательной активности и формирования коммуникативной компетенции студента связан с самостоятельной работой. В широком смысле под самостоятельной работой следует понимать совокупность всей самостоятельной деятельности студентов как в учебной аудитории, так и вне её, в контакте с преподавателем и в его отсутствии.

Самостоятельпая работа студента является одной из важнейших составляющих учебного процесса, в ходе которой происходит формированне навыков, умепий и знаний, и в дальнейшем обеспечивается усвоение студентом приемов познавательной деятельности, интерес к творческой работе и епособпость решать учебные и научпые задачи.

Целью самостоятельпой работы студентов являтся - сформировать у студентов умение самостоятельно решать задачи по дисциплине. Цель самостоятельной работы студента - это развитие такой черты личности, как самостоятельность, т.е. способности организовывать и реализовывать свою деятельность без постороннего руководства и помощи.

Осиовная задача оргапизацин самостоятельной работы студентов на занятиях английского языка заключается в созданин психолого-дидактических условий развития интеллектуальной инициативы и мышления любой формы. Основным принципом организации самостоятельпой работы студентов должен стать перевод всех студентов на индивидуальную работу с переходом от формального выполнения определенных заданий при пассивной роли студента к позиавательной активности с формированием собственного мнения при рещении поставленных проблемных вопросов и задач.

Самостоятельная работа в процессе обучепия английскому языку на основе компетентностного подхода рассматривается, с одной стороны, как вид деятельпости, стнмулирующий активность, самостоятельность, познавательный интерес, и как осиова самообразования, толчок к дальнейшему повышению квалификации, а с другой - как

система мероприятий или педагогических условий, обеспечивающих руководство самостоятельной деятельностью студентов.

Активная самостоятельная работа студентов в процессе обучения английскому языку возможна только при наличии серьезной и устойчивой мотивации. Самый сильный мотивирующий фактор - подготовка к дальнейшей эффективной профессиональной деятельности.

Самостоятельная работа студентов приобретает особую актуальность при изучении английскому языку, поскольку стимулирует студентов к работе с необходимой литературой, вырабатывает навыки принятия решений и формирует ключевые компетенции.

Одним из условий эффективности самостоятельной работы студентов при обучении английскому языку с применением компетентностного подхода является методически рациональная организация деятельности студентов. Важно постепенно изменять отношения между студентом и преподавателем. По мере продвижения к старшим курсам активная созидательная позиция принадлежит студентам.

Организация деятельности студентов должна деформироваться в сторону побуждения студента работать самостоятельно, активно стремиться к самообразованию Выполнение заданий самостоятельной работы по английскому языку должны учить мыслить, анализировать, учитывать условия, ставить задачи, решать возникающие проблемы, т.е. процесс самостоятельной работы постепенно должен превращаться в профессионально-творческий. В этом могут помочь новые современные образовательные технологии на основе компетентностного подхода.

В наши дни всё более актуальными становятся требования к личным качествам современного студента, его умению самостоятельно пополнять и обновлять знания, быть знающим и мыслящим, вести самостоятельный поиск необходимого материала, быть творческой личностью. Квалифицированный специалист должен обладать навыками работы с современными информационными и телекоммуникационными технологиями, уметь интегрировать приобретенные знания. Реализация этой цели предполагает, что в современной высшей школе учебный процесс должен быть ориентирован в большей степени на самостоятельную работу студентов.

Самостоятельная работа студентов, играет важную роль в организации учебно-воспитательного процесса в вузе, который должен строиться так, чтобы развивать умение учиться, формировать у студента способности к саморазвитию, творческому применению полученных знаний, способам адаптации к профессиональной деятельности в современном мире.

Продуктом проекта является рекомендации студентам, которые можно использовать как источник конкретной информации о роли самостоятельной работы студентов в образовательном процессе. Самостоятельная работа студентов должна строиться так, чтобы развивать умение учиться, формировать у обучающихся способности к саморазвитию, творческому применению полученных знаний, способам адаптации к профессиональной деятельности в современном мире.

Среди наиболее распространенных причин невыполнения самостоятельной работы студентов были заявлены: лень, непонятность задания, отсутствие интереса, нехватка источников.

По проведенному нами научно-практическому исследованию, можно сделать выводы:

- проблемы субъективности причин невыполнения самостоятельной работы студентов;

- студенты посещают библиотеки лишь для выполнения заданных самостоятельной работы студентов заданий, а не по собственным интересам;

- возросшее число случаев киберплагиата:

Мы утверждаем, что главное в организации самостоятельной работы студентов заключается в создании условий высокой активности, самостоятельности и ответственности студентов в ходе всех видов учебной деятельности. Активная самостоятельная работа студентов возможна только при наличии серьезной и устойчивой мотивации к дальнейшей профессиональной деятельности.

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