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Mas'ul muharrirlar:

f.f.n., dots. Amrullo KARIMOV

f.f.d., prof. Dilfuza TESHABAYEVA

f.f.n., prof. Mukaddas ISRAIL

Tahrir hay'ati:

Shahodat USMONOVA

Eldor SHERMATOV

Shaxnoza PARPIYEVA

Mahfuza ARTIKOVA

Zuxra HAZRATOVA

Gulnoz TOLIBOVA

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uchun so'zlarni taniy olish, o'qiy olish, ularning ma'no, mazmunini bilgan, o'rgangan bo'lish kerak¹⁶⁷.

Fikrni yozma bayon qilishning leksik tomoni ustida ham aloqida ishlash muhim hisoblanadi. O'quvchi, talaba u orqali mazmunli, to'g'ri ma'lumot yozib bera olishi uchun so'zni yoza olishi, ma'nosini bilishi, talaffuz qila olishi, o'qiy olishi zarur.

Demak, barcha nutq faoliyat turlarini mukammal egallash uchun leksika muhim rol o'ynaydi. Shu sababdan o'quvchilarga nutq faoliyatlarini o'rgatishda ilg'or pedagogic texnologiyalar va yondashuvlar muhim ahamiyatni kasb etadi.

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THE ROLE AND PRINCIPLES OF MOODLE IN ORGANIZING FOREIGN LANGUAGE TEACHING TO JOURNALISM STUDENTS

Eldorjon Shermatov
Senior teacher, UzSWLU

Abstract. This article studies the role of information technology in the organization of the education system in higher education, the flexibility of the learner to distance learning, the principles of operation of the Moodle system.

Keywords: distance learning, Moodle system, Moodle system principles, Moodle system tools, chat, forum, comment, test.

The main purpose of modern higher education is to create conditions for the training of competitive personnel and the formation of professional qualities, as

¹⁶⁷ Жинкин Н.И. Механизмы речи. 3-е изд. – М., 1991. – 370 с

well as the development of individuals who can adapt to modern social and economic changes. Flexibility includes qualities such as tolerance, resilience, adaptability, and ability to read independently and establish independent discipline.¹⁶⁸

Throughout his life, the need for education has been linked to the development of techniques and technologies, international cooperation and globalization. This is important for all professionals in the field.

In the educational process, it is not so important that the learner is educated only with the help of e-textbooks, there are many opportunities of the e-learning system today.

As an example, let's look at Moodle - a modular object-oriented dynamic learning area system. It is based on principles developed by scientists such as L.S. Vygotsky, John Dewey, Jean Piaget, Ernst von Glaserfeld. Based on these principles, Martin Dougiamas (author and supervisor of the MOODLE education management system project) formulated five principles that underwent the system under the name of general social constructivism.¹⁶⁹ Let us consider these principles.

Firstly, in an existing teaching field, the user is both a potential teacher and a learner. The given principle means that the teacher will move to a new level in his interaction with the students. He is not only a disseminator of knowledge, but also a guide who directs them to search for information independently.

Secondly, it is believed that a person can read better when creating or explaining something to other people. Principle 2 is based on people reading during movement. If the results of the activity are known to other participants as well, then personal responsibility will increase, a lot of time will be spent on self-examination and reflection, which will significantly increase knowledge.

¹⁶⁸ Нишанов А.Х., Анарбаева Ф.У., Бабамухамедова М.А. —Очиқ кодли Moodle платформасида ишлаш (қўлланма), Тошкент ахборот технологиялари университети, —Adabiyot uchqunlari, Тошкент, 2015, 248 бет.

¹⁶⁹ Mineeva O.A., Daricheva M.V. Ispolzovanie sistemy Moodle v protsesse obucheniia inostrannomu iazyku studentov neiazykovykh spetsialnostei [Using Moodle in teaching foreign languages to students of non-language specialties].

Thirdly, observing other people is very important in teaching. The work done by other students in similar learning situations has a great impact on the work of other students, giving them a great incentive to think, analyze, and work together.

Fourthly, understanding other people allows them to learn more independently. Students should be given more opportunities to work independently and make independent presentations.

Fifthly, the learning process needs to be flexible to ensure that users are comfortable with the learning process. The system should be understandable and accessible to all participants in the learning process, and should have a variety of methods and tools for obtaining information, sharing ideas, consulting, evaluating, updating quickly, and so on.

Taking into account these principles, all the tools of the MOODLE system are developed: communicative, educational and administrative (management).

Implementing feedback from learning process subjects is a strong point of the Moodle system. The system supports student-to-student file sharing in an optional format, as well as between teacher and student. The distribution service provides all course participants with up-to-date information on what is happening in two separate groups. Forum technology allows for educational discussions, in which discussions can be organized both as a group and as a whole course. Files in any format can be attached to forum posts. The system has a message evaluation function by students as well as teachers.

The function “Chat” allows you to organize a training discussion in real time. “Message exchange” and “Comment services” are designed for individual communication between teacher and student in solving issues such as case review, solving individual learning tasks. In addition, through the forum and personal messages, the student can get answers to their questions from the teacher. Such an approach is very important for the student, because it saves time and resources, increases learning efficiency.¹⁷⁰

¹⁷⁰ Ivanushkina N.V. Organizatsiia kontroliia znaniia i umeniiia studentov na baze LMS MOODLE [Organizing control of students' skills and abilities on the basis of LMS MOODLE]. In: Obrazovanie v sovremennom mire: rol'vuzov v sotsial'no-ekonomicheskom razvitii regiona: sbornik nauchnykh trudov Mezhdunarodnoi nauchno-metodicheskoi

This approach is especially useful in the teaching of dynamic, fast-growing disciplines that require regular classes, through which students can provide not only information about the object of study, but also the latest work and new information on the subject.

Using MOODLE allows you to test, practice, and pre-submit lab work.

Using MOODLE for students provides many opportunities:

- education at a convenient time;
- no problems in obtaining training materials and manuals. The student has access to the necessary learning materials directly in the system itself;
- knowledge assessment system (electronic tests) is impartial and independent of the teacher;
- creative and intellectual potential will increase due to independent organization, thirst for knowledge, the use of computer technology and the study of new information technologies.

In addition to opportunities for students, there are also great opportunities for teachers, which include:

- free schedule, in which classroom classes are reduced or removed;
- ability to automate the knowledge assessment system;
- application of modern multimedia technologies in educational materials;
- simultaneous and asynchronous communication between students and the teacher. Synchronous communication can be achieved through videoconferencing, asynchronous communication through electronic communication. In this way, the teacher's connection with the audience is maintained.

As it is given the above, it will be possible to apply the Moodle system to the teaching process.

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TBLT NING TANQIDIY, MUSTAQIL VA FIKR YURITUVCHI SHAXSNI SHAKLLANTIIRISHDA GI ŐRNI

Нилуфар Юлдашева

Ўзбекистон журналистика ва оммавий

коммуникациялар университети

хорижий тиллар кафедраси катта ўқитувчиси

yuldashova-n@mail.ru

Биз сўз бошида Ўзбекистонда чет тили ўқитиш методикасини ривожлантиришга катта ҳисса қўшган олим Жамол Жалолов ўзининг «Чет тили ўқитиш методикаси» номли китобида чет тили ўқитиш жараёнида методларга берган таърифини келтириб ўтишни лозим топдик. Ж.Жалолов таъкидлашича чет тили ўқитиш жараёнида амалий фойдаланиладиган методлар учта: танишиш, машқ қилиш ва қўллаш. Ушбу уч термин методик тадқиқотларда турли номлар билан юритиб келинади. Кўпчилик тан олган ва ўқитишда бевосита мушоҳада қилиш мумкин бўлган мазкур методлар ўқувчи нуқтаи назаридан номланган. Ўқувчининг чет тил ўрганишдаги вазифаси ўқув материали (яъни тил материали) билан *танишиш*, кўникма ва малака