ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЖИЗЗАХ ДАВЛАТ ПЕДАГОГИКА ИНСТИТУТИ

ИНГЛИЗ ТИЛИНИ ЎРГАНИШДА
ИННОВАЦИЯЛАР ВА ЎҚИТИШ АМАЛИЁТИ
Халқаро илмий-амалий конференция
2019 йил 15 март

International scientific-practical conference
INNOVATIONS AND TEACHING PRACTICES IN
ENGLISH LANGUAGE LEARNING
March 15, 2019

Международная научная-практическая конференция
ИННОВАЦИИ И ПЕДАГОГИЧЕСКИЕ ПРАКТИКИ В ИЗУЧЕНИИ
АНГЛИЙСКОГО ЯЗЫКА
15 марта, 2019 г

Тошкент - 2019

Масалан,19-асрнинг ўрталарида мамлакатлар ўртасида турли халкаро алокаларнинг кенгайиши натижасида грамматик-таржима, текстуал-таржима методлари ўша давр талабига жавоб бера олмай колди. Уша даврда илм-фанда (психология, тилшунослик, техника фанларида) эришилган муваффакиятлар асосида аудио-визуал, аудио-лингвиал методлари вужудга келди.

Методик адабиётларни таҳлил килиш ва иш тажрибамизнинг кўрсатишига, хар бир метод ҳам ижобий, ҳам салбий томонларга эга.

Замонавий методлар ичида энг кўп эътироф этилганлардан бири коммуникатив методдир.

Коммуникатив методнинг асосий хусусиятларидан бири талабани нутк фаолиятининг барча турлари (тинглаб тушуниши, гапириши, ўкиш, ёзув) бўйича алока килишни ўргатишдир. Бу методнинг мохиятини тушуниш учун унинг асосини ташкил этувчи принципларига эътибор беришимиз лозим. У куйидаги принципларга асосланади:
1. Тил материалининг функционаллиги (у ёки бу ходисанинг нутк учун зарурий томонлари).
2. Талабаларнинг нуткий талаффузини тезлаштириши.
3. Таълимнинг ситуативлигини хисобга олиш,
4. Талабаларнинг шахсий хусусиятларини хисобга олиш.
5. Ўкув материалини янги информацияга эга бўлиши.
6. Ўрганилаётган материални нутк фаолиятининг барча турларида ишлатилиши.

Коммуникатив методнинг мохиятини тушуниш ва ундан унумли фойдаланиш учун тилни ўргатиш ва ўрганиш масалалари билан шугулланувчилар диккатига сўнгги пайтларда нашр этилган ўкув кўлланмаларни хавола этаман: Word wise, Happy English , Day by Day, Head way, Word English ва бошкалар.

Юкорида номланган ўкув кўлланмаларда баён этилган машикларнинг аксарияти коммуникатив тусда бўлиб, улар тил ўрганувчиларнинг хаётий тажрибасига асосланиб, уларни инглиз тилида мулокат килиш, инглизча материалларни тинглаб ҳамда ўкиб тушунишга чорлайди.

Таълим максади максад нуктаи назардан мазкур ўкув кўлланмаларда берилган машкларни уч гурухга бўлиш мумкин:
1.Тил материали бўйича малака хосил килувчи машклар,
2.Тил материали бўйича нуткий кўникма хосил килувчи машклар,
3.Талабаларнинг дунёкараши, тафаккурини ривожлантирувчи машклар.

Тилни ўргатиш коммуникатив методининг асосий мохияти ўкув жараёнини нуткий алока килиш жараёни тарзида, яъни нуткий алока аслида кандай бўлса дарсни шундай ташкил этишидир.

Коммуникатив методдан ҳам тил материалини, ҳам нутк фаолияти турларини ўргатишда фойдаланиш мумкин.

Бу методнинг хусусиятларидан яна бири шуки, бу факат нутк олди ва нутк машкларини ишлатишини такозо этади.

Коммуникатив методни амалга оширувчи кенг таркалган иш усуллари куйидагилар:
1) induced information gap – сухбатдошдан кутиладиган маълумотдан атайлаб фарк киладиган маълумот бериш.
2) фикран тўғри келмайдиган информация бериш (option gap),
3) сухбатдош билан информация алмашиш,
4) муаммо ечиш (problem solving),
5) ролли ўйинлар (role play),
6) тил материали бўйича ўйинлар (language game),
7) муаммони гурух бўлиб ечиш (group discussion),

Иш тажрибамиз ҳамда олиб борган кузатишларимиз натижалари асосида куйидаги хулосага келдик:
1) ўкитувчи хар бир методика мохиятини, принципларини ва ундан фойдаланиш йўлларини билиши лозим;
2) турли методларнинг дарс жараёни учун афзаллик томонларини аниклаб, сўнг улардан фойдаланиш максадга мувофик;
3) дарс ўтишда факат дарслик китоби билан чегараланмасдан, турли ўкув кўлланмалардан, газета, журналлардан, радио ва телевизордан бериладиган илмий- оммабоп ахборотлардан фойдаланиш лозим.

TEACHING GRAMMAR WITH FUN LEARNING GAMES

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Teaching English grammar can be hard going - for the teacher and the students. It doesn't have to be hard orpainful, however. You can teach English grammar using fun learning games and before you know it your students will bemore than willing. How does it work, you ask. Well, there has been a movement away from the traditional methods of teaching English grammar through writing, rewriting and worksheets to using a more active approach through games. Researchers have also begun to look at how and why these new methods work.

Four sound reasons to teach grammar with games

1. Arif Saricoban and Esen Metin, authors of "Songs, Verse and Games for Teaching Grammar" explain how andwhy games work for teaching grammar in an ESL classroom. They say, "Games and problem-solving activities, which are task-based and have a purpose beyond the production ofcorrect speech, are the examples of the most preferable communicative activities." They go on to explain that grammar games help children not only gain knowledge but be able to apply and use that learning.

2. Additionally, games have the advantage of allowing the students to "practice and internalise vocabulary, grammar and structures extensively." They can do this because students are often more motivated to play games than they are to do desk work. Plus, during the game, the students are focused on the activity and end up absorbing the language subconsciously. One can also add that fun learning games usually contain repetition, which allows the language to stick.

3. While games are motivating for the students, probably the best reason, according to Saricoban and Metin, to use games is that "the use of such activities both increases the cooperation and competition in the classroom." One can use games to add excitement through competition or games which create bonding among students and teacher.

4. Aydan Ersoz, author of "Six Games for the ESL/EFLClassroom" also explains more reasons why games do work for teaching grammar. Learning a language requires constant effort and that can be tiring. Ersoz says games can counter this as because:

➤ Games that are amusing and challenging are highly motivating.
➤ Games allow meaningful use of the language in context.

Children are more motivated to learn grammar with games. The theory of intrinsic motivation also gives some insightas to why teaching grammar through games actually works. Intrinsic motivation refers to the internal factors that encourage us to do something. Most young learners will not internally decide that they want to learn grammar. They don't yet understand the concepts of why it's important to know proper grammar, so these external factors won't affect them much either. Instead, intrinsic motivation can lead encourage them to play games. If these games are good then they will be learning while they are playing. Using some movement is crucial because movement helps activate the students' mental capacities and stimulateneural networks, thus promoting learning and retention.

If you have a large class with no space you still have options. Children can stand up, sit down, move variousbody parts and pass things around to each other. Movement does not only mean children tearing around the playground.

When you are looking for games to use in your classroom, don't just pick something to be a "time filler" which does not have a definite linguistic outcome. These games may entertain the students, but when you don't have much time with them each day as it is, you want your game to do double duty to get the most out of the time you spend playing games.

Have a clear linguistic outcome for each game. The game can be a listening game to allow the students to repeatedly hear a new grammatical structure in use, or it can be a speaking game to allow practise of the grammar once it has been absorbed through listening beforehand. There are degrees of difficulty with speaking games from basic repetition in a fun context to more creative sentence creation for revision or more advanced practise once the basics have been mastered. The teacher should lead the children through this progression so that the game at hand is always well within the grasp of the students. This makes games fun rather than laborious. It is a mistake to play a speaking game immediately after the new grammar has been presented. Ideally reading, spelling and writing games come after the new grammar has been absorbed and the students can use it orally.

Another thing to watch out for with grammar games is that a maximum of students are involved simultaneously. If you have thirty children you want to avoid a game where only one child is speaking at a time. What are the other twenty-nine children supposed to do in the meantime other than get bored? On the other end of the scale however are games that cause chaos in class and make teachers unpopular with colleagues because of high noise levels. A variety of suitable games are available for you to try free in there source box below the article. Now you can stop the eye-rolling and complaining from your students when you even THINK about teaching them a grammar lesson, and have some productive fun. Shelley Vernon has helped 1000s of teachers be an inspiration to their pupils and achieve results 2x as fast. Improve the effectiveness of your lessons by up to 80%.

COMMMUNICATIVE COMPETENCE IN LANGUAGE TEACHING

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Teaching methodologies respond to a variety of economic political, social, and intellectual influences.

Only one of which is therotical developments in related disciplines such as linguistics, psychology and authropology. Pressures in the marketplace on the political front and society at large work along with dissatisfaction with the old ways to effect changes that given the proper leadership and encouragement result in the redefinition of methods and goals.

Teaching always has been and always will be as much as it is science. That this is so however should not deter us from elaborating methods systematically trying them out and judging the results. The theorical support for what may or may not work in practice is of interest in so far as it provides a broader view of the directions we are pursuing.