

**O'ZBEKISTON RESPUBLIKASI**  
**OLIY va O'RTA MAXSUS TA'LIM VAZIRLIGI**

**MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTON MILLIY  
UNIVERSITETI**

**R E F E R A T**

**ABDULLAYEVA LOLA**

**MAVZU: Grammatikani og'zaki nutqda rivojlantirish metodlarining  
eksperiment sinovi tahlili**

**Tekshirdi: f.f.n., dots.**

**I.A.Jurayeva**

**Toshkent – 2014 yil**

REJA:

1. Grammatikani og'zaki nutqni o'stirish darsida o'qitish metod va texnikalarini qo'llash eksperimenti natijalari
2. Maxsus eksperiment darslarining produktivligining tahlili
3. Grammatikani og'zaki nutqda rivojlantirish metodlarining solishtirma tahlili

## **1. Grammatikani og'zaki nutqni o'stirish darsida o'qitish metod va texnikalarini qo'llash eksperimenti natijalari**

Grammatikaning og'zaki nutqni rivojlantirish aspekti asosida o'qitilishining mohiyatida grammatikani kommunikativ darajada o'qitish yotadi.

Grammatik ko'nikmalar kommunikativ kompetensiyaning asosiy tarkibiy qismidir. Erkin muloqotda grammatik qobiliyatlarning to'g'ri yo'naltirilganligi dinamik, ochiq va kreativligini ta'minlaydi. Grammatika ingliz tilini o'qitishda shunchaki vosita roli o'ynay olishi mumkin xolos. Grammatikani o'qitishda turli me'yorlarga amal qilingan holatdagina samarali natijalarga erishish mumkin.<sup>1</sup> Grammatik kompetensiya va kommunikativ kompetensiya o'rtasidagi bog'liqlik "yod olish" va "mashq qilish" dadir.<sup>2</sup>

Aynan shu grammatikaning o'qitishdagi roli va uning kommunikativlik bilan aloqasini anglagan holda og'zaki nutq mashg'ulotlarining tashkil qilinishi Grammatik jihatdan to'g'ri gaplarni tuza olish va shu qobiliyatni erkin muloqotga ham tadbiiq qilish imkonini beradi. Ingliz guruhlarida grammatikani o'qitish prinsiplari va metodlari ustida alohida ilmiy izlanishlar olib borish ingliz tili mutaxassislarining kelajakda o'rganilayotgan tilni Grammatik jihatdan to'g'ri qo'llash, muloqotga to'g'ri tuzilgan gaplarni tuzib kirishishiga olib keladi. Grammatik funksiya va strukturalarni yaxshi tushunib olish uchun odatda talabalarga tinglab tushunish materiallari va o'qish materiallarini analitik mashq qildirish ham vazifa sifatida beriladi.

Ikkinchidan, aynan bir Grammatik mavzuni tegishli mashqlar asosida qaytarish yo'li bilan esda qoldirish texnikasi ham keng qo'llaniladi, buning uchun grammatikani kontekstda o'rganish ham eng ommabop metodlardan biri bo'lib kelmoqda.

Grammatikani og'zaki nutqni o'stirish darslarida o'qitish metod va texnikalari xilma-xil bo'lib, ularning hammasi ham og'zaki nutqni o'stirish maqsadini amalga oshirishga me'yor darajasida imkon bera olmaydi. Aynan shu metod va texnikalarning samaradorligini baholash, afzallik va kamchiliklarini aniqlash maqsadida ko'zda tutilayotgan metod va texnikalardan foydalanib bir nechta eksperiment darslar olib borildi. Og'zaki nutqning progressida qaysi texnika orqali o'rganilgan grammatik strukturaning kommunikativ darajada qo'llay bilish ko'nikmasi yaxshiroq rivojlanganligini tekshirish orqali bir nechta xulosalar qabul qilindi. Eksperiment darslari davomida quyigii bayon etilgan texnikalardan foydalanildi:

1.Chain – Zanjir metodi. Tegishli Grammatik struktura yoki formada gap tuzishda ketma

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<sup>1</sup>Larsen-Freeman. D. Techniques and principles in Second Language Teaching.Oxford, Oxford University Press.2000. B.87.

<sup>2</sup>Larsen-Freeman. D.Techniques and principles in Second Language Teaching.Oxford, Oxford University Press.2000. B.87.

ketlikda navbatma navbat o'zaro mazmunan bog'langan yoki bog'lanmagan gaplarni tuzish. Mazmunan bog'langan bo'lsa, hikoyalar, ertak to'qish, mazmunan bog'lanmagan bo'lsa, oldingi gapning oxirgi harfidan boshlanadigan so'z bilan gapni boshlashni mashq qilish mumkin bo'ldi. Misol uchun:

Mazmunan bog'langan gap tuzish uchun talabalardan ketma-ketlikda bittadan mazmunan bog'langan gap orqali hikoya tuzish so'raldi. Unreal condition Grammatik mavzusi bu yerda hikoyaning strukturasi belgilab berdi. Hikoya matni quyidagicha bo'ldi:

O'qituvchi strukturaning bir necha misollar bilan tushuntirib, doskaga yozganidan keyin zanjir mashqi savolini o'rta tashlaydi:

*“What would you do if you had a lot of money, if you were so rich?”*

Talaba 1: *“If I had a lot of money, I would buy high-speed car”*

Talaba 2: *“I would drive this car in the racing competitions”*

Talaba 3: *“I would win 3 billion dollars in the competition and would deposit all this money in the most confidential bank”*

Talaba 4: *“I would spend money acquired from depositing on charity mostly, on orphanage kids, disabled people”*

Talaba 5: *“I would buy different presents for them all and organize an entertaining meeting with those kids and disabled people”*

Talaba 6: *“After the meeting I would offer them money for the tickets for films or concerts they would like to go”*

Talaba 7: *“I ... taked, errr... would take some photos and videos from these charity events and download on my internet profile and share with all of my contact-friends”*

Talaba 8: *“I would share all of my money with people who would need help, because this would give meaning to my life.*

Ko'rinib turganidek, struktura doskada yozib qo'yilganligi sababli dars jarayonida talabalarning doskaga qarab deyarli bexato gap tuzganliklarini ko'rish mumkin.

Lekin bu kabi strukturadan andoza olib takroriy mashqlar ishlash, gap tuzish jarayonidan so'ng Grammatik mashqning kommunikativlik, og'zaki nutqning tegishli doirada o'sganligini tekshirish uchun *“If you met somebody lying in the street, would you help this person, or would you ignore just thinking that it may be someone drunk?”* mavzusidagi muhokama mavzusi o'rta tashlandi.

Muhokama davomida talabalarning ingliz tilida ko'p amaliy tajribaga ega bo'lgan kamchiligi strukturani hech qanday andozasiz kommunikativ darajada qo'lladi, lekin bu olib borilgan mashqning ta'siri deb hisoblashga asos bo'lmaydi. Qolgan talabalar esa gapni doimiy ravishda o'rinli vaziyatlarda “unreal condition”da emas, balki oddiy hozirgi zamonda ba'zilari

esa oddiy o'tgan zamon bilan chalkashtirib tuzib, muloqotga kirishdilar. Demak o'tkazilgan mashqning Grammatik strukturaning og'zaki nutqda kommunikativ darajada o'zlashtirilishis me'yoriy darajadan ham past bo'ldi.

Sub'yekt	Strukturadan andoza sifatida foydalanish jarayoni har bir talabaning gapni to'g'ri tuzishini baholash (to'g'ri javoblar %)	Mashqdan so'ng o'rganilgan strukturaga mutanosib muhokama mavzusi asosida suxbatni baholash (to'g'ri javoblar %)
Talaba 1	100%	91%
Talaba 2	100%	5%
Talaba 3	100%	3%
Talaba 4	100%	88%
Talaba 5	100%	20%
Talaba 6	98%	1 %

Struktura formulasidan yoki na'muna uchun berilgan gapning tuzilishiga qarab gap tuzishni mashq qilish Grammatik ko'nikmalarni shakllantirish uchun yetarlicha bo'lsa hamki, grammatikani og'zaki nutq darajasida o'rganishga yetarli bo'lmasligi aniqlandi.

## 2. Grammatikani kontekst asosida o'qitish:

Buning uchun bir qator Grammar in context by Michael Vince singari materiallardan foydalanib, talabalarga Grammatik strukturani kontekstda tushuntirib o'zlashtirishiga imkon berildi. Misol uchun unda *Present Perfect tense* (hozirgi tugallangan zamon) kontekstual holatlar asosida izohlar, rasmlar bilan ham tushuntirilgan bo'lib, mazkur holatlarning o'zini adaptatsion darajada o'zlashtirish maqsadida bir qator kontekstual mashqlar ham beriladi.

Ingliz guruhidagi talabalar kontekstual grammatikani juda yaxshi o'zlashtirib, berilgan adaptatsion mashqlarni ham a'lo darajada bajarishdi, bunga sabab esa ularning ingliz guruhida turli qo'shimcha manbalar, dars jarayonida grammatikaga nisbatan moslashuvi va eksperiment darsida izohlar misol bilan keltirilganligidir.

Shuningdek, adaptatsion mashqlar bajarish jarayonidan so'ng o'zlashtirilgan mavzu doirasida davra suxbati mavzusi tanlandi:

*“How often have you taken care of ecology in your hometown? How? What did you last do?”*

Mavzuda ko'rinib turganidek, Hozirgi tugallangan zamoni oddiy o'tgan zamondan farqlash maqsadida bundan oldingi adaptatsion bosqichda ham berilganidek, hozirgi kommunikativ bosqichda ham bu borada savol mavjud. Bu esa o'z navbatida talabalarning har ikki zamon o'rtasida kommunikativ darajada chalkashmasdan gapirishga yordam beradi.

Present Perfect tense zamonini to'g'ri qo'llash, qo'llanilishi vaziyatlarini o'rganish uchun ishlangan adaptatsion va kommunikatsion mashqlarda talabalar ishtirokini baholash:

Sub'yekt	Adaptatsion mashqlar %	Kommunikatsion (muhokama) %
Talaba 1	97 %	66 %
Talaba 2	95 %	62 %
Talaba 3	86 %	69 %
Talaba 4	83 %	66 %
Talaba 5	91 %	56 %
Talaba 6	81 %	59 %

Umumiy olib qaraganda, kontekst orqali grammatikani adaptatsion mashqlar orqali o'rganish yomon qoniqarli natijalarni beradi, lekin strukturani takrorlash uchun zanjir kabi mashqlarni bajarish natijalari bilan solishtirib qaraganda esa, kontekstual metodning samarasi yuqoriroq ko'rinadi.

3. Grammatik forma, strukturaga mutanosib dialogni o'rganib, shu strukturaga mutanosib turli mavzulardagi boshqacha dialoglarning tashkil qilinishi:

Bu texnika talabalarga na'muna tariqasida dialog berib uni chuqur o'rgangandan so'ng Grammatik jihatdan shu dialogga yaqin dialog tuzish vazifa sifatida topshirildi. Bunda role-playdan foydalanildi:

Grammatik mavzu: make somebody do smth, let somebody do smth;

Na'muna dialog:

*A: I am terribly tired.*

*B: Of what?*

*A: English tutor always makes me learn grammar rules by heart, a lot of them are making me tired.*

*B: Doesn't she let you look at the notes when you are retelling?*

*A: She lets me just look at it before I retell, but not while...*

*B: I see, I think you should make her understand that it doesn't let you learn English as fluently as she thinks.*

*A: Really? How?*

*B: While speaking English learning grammar rules by heart will make you stop to think if you're following them or not. This will not let you speak without thinking about these rules. That's why they will each time make you hesitate if you're speaking grammatically correct or not, it may later let you stammer.*

*A: "Why didn't you tell that before I started working with this tutor, I will think about giving up with her."*

Bu yerda dialogning asosiy mavzusi "My tutor makes, lets me, doesn't make / let me do smth".ENDilikda o'rganilgan dialog Grammatik strukturasi og'zaki nutqqa ta'sirini o'rganish uchun huddi shu ko'rinishda dialog tuzib role-pleyni amalga oshirish topshiriq sifatida beriladi. Mavzu "my father makes me / lets me", "my mother...", "my brother ..." va hokazo ko'rinishlarida bo'lishi mumkin. Huddi shu ko'rinishda eksperiment mashqi yaxshi samara berishi aniqlandi:

Sub'yekt	Kommunikatsion (muhokama) %
Talaba 1	66 %
Talaba 2	62 %
Talaba 3	69 %
Talaba 4	66 %
Talaba 5	56 %

Talaba 6	59 %
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Demak, dialogning Grammatik strukturasi e'tibor berib dialog tuzishni mashq qilishda, aynan shu dialogni taqdim etish jarayonida talabalar og'zaki nutqida kommunikativlik yuqori darajada bo'ldi. Bu esa role-playning Grammatik strukturalarga urg'u bergan holda amalga oshirilishi samarasini ijobiy baholashga sabab bo'la oladi.

4. O'rganilayotgan Grammatik strukturaga mutanosib o'qish materialini tanlab, shu materialdagi Grammatik strukturaga urg'u bergan holda savol-javob mashqlarini bajarish:

Eksperiment darsida muayyan Grammatik forma yoki struktura ko'p qo'llanilgan matndan foydalanildi. Masalan, present simple in passiv voicedagi gaplar asosiy o'rin olgan mant talabalarga tarqatma material sifatida tarqatilib, birma-bir o'qildi. Talabalardan passive voicedagi gapni tushunganligi aniqlangach, keying bosqichga o'tildi.

Matn:

The process of cooking. Guess what food is being cooked here!

First and foremost all ingredients are prepared for use. Initially onion and potatoes are cleaned, the former is sliced and the latter is cut into pieces. 200 grams of meat is also cut into pieces. Some green spices are also divided into small pieces after they are washed thoroughly. Besides top part is separated from two or three peppers and they are also chopped. After carrots are cleaned and washed, they are also divided into several bits.

Firstly 100 grams of oil is poured into the cauldron and it is heated on an average temperature fire. After that meat is fried slightly in that oil. Onionsliced is thrown into the cauldron and fried until it gets red in colour. Subsequently potatoes chopped are added to the meal and mixed for 3 to 4 minutes. Afterwards carrots cut are put into the cauldron and stirred again for some 2 minutes. After all the spices cleaned and the peppers chopped are added into the meal, a litre of water is poured and the meal is left in the cauldron open above until it starts boiling. The soup is boiled for some thirty minutes after a pinch of salt is deposited. Now the soup can be eaten, Bonne appetite! Hmmm, tastes and smells fantastic!

Matn bo'yicha "present simple in passive voice"ga urg'u bergan holda matn bo'yicha savollarga javob berildi. Javoblar ham "passiv voice"da berildi.

Keyingi kommunikativ bosqichda "How is pilaf cooked in different regions of Uzbekistan?" savoli muhokama savoli sifatida tanlandi, va guruhning talabalari turli viloyatlarda palov pishirilishining turli usullari haqida "present simple passive voice"da gap tuzishga harakat qilib erkin muloqotga kirishdilar. Shu muloqotda "passive voice" ning erkin muloqotda qo'llanilishi

natijalari quyidagicha baholandi:

Sub'yekt	Matn bo'yicha adaptatsion mashqlar %	Kommunikatsion (muhokama) %
Talaba 1	67 %	88 %
Talaba 2	64 %	79 %
Talaba 3	53 %	79 %
Talaba 4	40 %	81 %
Talaba 5	66 %	80 %
Talaba 6	57 %	70 %

O'qish matni bo'yicha savollarga javob berish jarayonida "passive voice"da javob berish talabalarga qiyinchilik tug'dirgan bo'lib, ko'rinib turganidek, anglashilgan Grammatik strukturani o'zlashtirish darajasi qoniqarsiz va qoniqarli natijalarni ko'rsatgan bo'lib, matnning mavzusiga juda yaqin mavzu asosida erkin muloqot jarayonida esa Grammatik strukturaning kommunikativ darajada qo'llanilishi yaxshi va a'lo darajadagi natijalarni ko'rsatdi.

Demak grammatikani o'qish matnlari orqali o'qitish, kommunikativlikni tegishli doirada oshirish uchun erkin muloqotni amalga oshirish kerakli darajada samarali effekt berishi tasdiqlandi.

5. O'rganilayotgan Grammatik strukturaga mutanosib tinglab tushunish materialini tanlab, shu materialdagi Grammatik strukturaga urg'u bergan holda savol-javob mashqlarini bajarish

Talabalarda "Past Simple tense" Grammatik mavzusi ko'p qo'llanilgan quyidagi tinglab tushunish materiali tarqatildi:

10  29 Listen and complete the flowchart.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

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    graph TD
      A[1940: First McDonald's hamburger restaurant opened.] --> B[1948: Re-opened as take-away restaurant with affordable and 1 ..... food.]
      B --> C[Brothers viewed as pioneers of 2 .....]
      C --> D[Introduced specialisation: one cook on burgers, one cook on 3 .....]
      D --> E[1950: Burger sales reached 4 .....]
      E --> F[1961: McDonald brothers sold the business and 5 .....]
  
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Tinglab tushunish materialidagi savollarga javob berilgach, material bo'yicha qo'shimcha savol-javob baxsi tashkil qilindi. Talabalarga "Past Simple"ga nisbatan og'zaki nutq ko'nikmasini kommunikativ darajada shakllanishini sinab ko'rish maqsadida "Bakery in Uzbekistan" mavzusida muhokama baxsi tashkil qilindi. Muhokama baxsida Grammatik struktura yuzasidan baholash natijalari quyidagicha bo'ldi:

Sub'yekt	Audio material bo'yicha adaptatsion mashqlar %	Kommunikatsion (muhokama) %
Talaba 1	69 %	85 %
Talaba 2	64 %	69 %
Talaba 3	44 %	75 %
Talaba 4	59 %	83 %

Talaba 5	69 %	85 %
Talaba 6	57 %	76 %

Tinglab tushunish materialiga Grammatik struktura asosida savollarga javob berib, mashq qilish natijasida kommunikativlikning samarali tarzda o'rganilishiga amin bo'lish mumkin. Demak Grammatik struktura va formalarni tinglab tushunish materiali orqali kommunikativ darajada o'rganish og'zaki nutq ko'nikmalarini Grammatik jihatdan shakllantirishiga katta yordam berishini ko'rish mumkin.

6. Grammatik strukturani tushuntirib, ona tilidan ingliz tiliga tarjima qilish orqali mashq qilish:

Bu o'qitishning an'anaviy usuli bo'lib, bu usuldan foydalanish davomida avval Grammatik struktura tushuntirilib, talabalarni ona tilidan chet tiliga, chet tilidan ona tiliga tarjima orqali ko'nikma shakllantirish bu usulning markaziy mohiyatini tashkil etadi.

Bu usul orqali *have smth done, get smth done, to be made to do smth* kabi oborotlar ustida mashqlar olib borilgan bo'lib, dastlab ushbu oborotlarning qo'llanilishi, ma'nosi va hk.lar haqida talabalarga ma'lumot va misollar ko'rsatib berildi. Undan keyin esa boshlang'ich adaptatsiya uchun ingliz tilidan huddi shu oborotlarning qo'llanilishiga doir bir qancha mashqlar ingliz tilidan o'zbek tiliga tarjima qilish uchun berildi. Bu mashqlardan so'ng ona tilidan huddi shu oborotlarning qo'llanilishini talab qiladigan gaplar ingliz tiliga tarjima qilish uchun berildi.

“Where do you prefer to use services (car repair, shoe repair, different things fixed, hair-making, make-up, dressmaking and etc.)?”

Na'muna: I like saloon “Flora”, I usually have my hair cut there.”

“What responsibilities do you have at home, what about others?”

Na'muna: I am always made to do shopping, sister is made to clean the house va hk.

Huddi shu ko'rinishda fikr bildirish, tavsiya qilish kabilarni o'z ichiga olgan muhokama jarayonida kommunikativlik tekshirilib baholanganida esa ushbu natijalarga erishildi:

Sub'yekt	Grammatik tarjima uchun adaptatsion mashqlar %	Kommunikativlik (og'zaki muloqot) %
Talaba 1	98 %	56 %
Talaba 2	99 %	44 %

Talaba 3	95 %	35 %
Talaba 4	96 %	67 %
Talaba 5	95 %	54 %
Talaba 6	92 %	70 %

Ko'rinib turganidek, adaptatsion mashqlardagi tarjimalarni a'lo darajada amalga oshirgan talabalar kommunikativ darajada tarjima qilib mashq qilingan oborotlarni qoniqarsiz darajada qo'llaganlar. Bunga asosiy sabab esa Grammatik strukturalarni ona tili va chet tili o'rtasida tarjima orqali o'qitishda o'rganuvchi o'zbek tiliga bog'lanib qoladi va aytmqchi bo'lgan fikrini fasilitatsiya qilishga moslashmaydi. Unda shuningdek kompetensiya ham quyi darajada shakllanib qoladi. O'rganilayotgan tilda gapirmoqchi bo'lsa, hayolida ona tilida o'ylab tarjima qilishga ko'nikib qoladi. Natijada esa so'zma-so'z ona tilining Grammatik xususiyatlariga tayanib tarjima qilishga odatlanib, juda ko'p xatolar qila boshlaydi. Demak Grammatik tarjima aksariyat hollarda o'rganilayotgan tilde og'zaki nutqning shakllanishida barrier hosil bo'lishiga sabab bo'lishi mumkin.

## **2. Maxsus eksperiment darslarining produktivligining tahlili**

Ingliz guruhlarida o'qiydigan talabalarning aksariyati, ayniqsa birinchi bosqich talabalari oliy ta'limdan oldingi ta'limda ingliz tilini asosan faqat grammatika testlariga tayyorgarlik asosida o'rganganliklari sababli ular o'rgangan Grammatik struktura, forma, oborot va bq.larni muloqotda qo'llashda bir talay qiynchiliklarga duch keliashadi. Ularda muloqot barrier yuzaga kelib qolgan bo'ladi. Aynan shu kabi grammatika bo'yicha testga tayyorgarlik, an'anaviy Murphy, Bonk singari kitoblardagi grammatikaga ko'nikib qolgan ingliz guruhining birinchi bosqich talabalari saralab olinib, ular bilan grammatikani kommunikativ darajada og'zaki nutqni o'stirish darsida o'qitilishi eksperimenti olib borildi. Shuningdek, so'rovnomalar asosida mashg'ulotlarga talabalarning munosabatlari ham o'rganib borildi.

Ma'lumki, ko'p yillar mobaynida ingliz tilini va boshqa xorijiy tillarni o'qitish maqsadida juda ko'plab turli xil metodlardan foydalanib kelingan, misol uchun, Grammatik tarjima, bevosita, audio lingual, kommunikativ til o'qitish va hk. Ularning orasida kommunikativ til o'qitish metodi eng zamonaviysi bo'lib, hozirgi kunda u eng ommabop metodga aylanib ulgurdi.

Shuningde, juda ko'plab atoqli lingvistlarning tadqiqotlari natijasiga ko'ra ham grammatikani og'zaki nutqni o'stirish darslarida o'qitishning eng samarali yo'li sifatida ham aynan ahus metod tavsiya qilib kelinmoqda. <sup>3</sup>

Boshqa metodlarning farqli jihati shundaki, grammatikani og'zaki nutq jarayonida kommunikativ o'qitish talabani mashg'ulot markaziga olib kiradi, muloqot va real hayot vaziyatlariga urg'u berilishini taqozo qiladi. Bu metod bo'yicha real vaziyatlarda talaba juda yaxshi va tez ko'nikma hosil qiladi.

Bu metodning o'ziga yarasha talab va qoidalari ham borki, bu qoidalarga ko'ra grammatika qolgan to'rt ko'nikma og'zaki nutq, tinglab tushunish, o'qish, yozish bilan birga olib borilishi shart. Struktura nafaqat og'zaki, balki yozma tarzda ham o'rganilishi, Grammatik formalar og'zaki ko'rinishdan tashqari diskurs darajasida ham o'rganilishi lozim. Bu metodni qo'llashdan asosiy maqsad esa turli vaziyatlarda spontan ravishda har qanday strukturani qo'llash va tushunish imkoniyatini anglatadigan kommunikativ Grammatik kompetensiyaning rivojlanishi asosan shu metodning to'g'ri qo'llanilishiga bog'liqdir.

Bu metodni tadqiq qilish maqsadida tanlab olingan guruh talabalari bilan alohida tayyorgarlik asosida mashg'ulotlar olib borilib, dars tafsilotlari kundalikka qayd etib borildi. Eksperiment mashg'ulotlariga qadar ham bu guruh talabalari bir xil o'rganish muhiti, o'rganish sharoitlari, imkoniyatlar va qobiliyatlarga ega bo'lishgan. Hammasining Yoshi o'rtacha 19 yoki 20 da bolib, ularning hammasi o'rta umumtalim va kasb-hunar, akademik litsey ta'limida ham ingliz tilini ikkinchi til sifatida o'rganishgan. Grammatik test natijalariga ko'ra ularning hammasini o'rtacha Pre-intermediate deb, og'zaki nutq imkoniyatlari bo'yicha esa elementary deb baholash mumkin.

Sub'yekt	Grammatik test bahosi (Pre-intermediate)	Og'zaki nutqda Grammatik imkoniyatlar (Elem.-pre-interm.)
Talaba 1	87 %	73 %
Talaba 2	79 %	70 %
Talaba 3	75 %	69 %
Talaba 4	88 %	55 %

<sup>3</sup>(Singh, 2011)

Talaba 5	85 %	60 %
Talaba 6	85 %	70 %

Jadvaldagi baholash natijalaridan ko'rinib turganidek, grammatikani tekshirish uchun tuzilgan test natijalari pre-intermediate chegarasida a'lo,yaxshi natijalarni ko'rsatib turgan bo'lsa, Grammatik savodxonlikni og'zaki nutqda tekshirish natijasida esa faqatgina qoniqarli natijalarni ko'rish mumkin.

Bu natijalarni eksperiment darslari davomida o'sishi yoki quyi ko'rsatkichlarni ko'rsatishini tekshirish maqsadida to'rt haftalik sessiyalarga bo'lingan eksperiment dars mashg'ulotlari tashkil qilindi.

Pre test natijalariga ko'ra talabalarning umumiy ravishda muammo tug'dirgan Grammatik strukturalarning aynan shu to'rt hafta davomida o'qitilishiga puxta tayyorgarlik ko'rib, kommunikativ darajada og'zaki nutqni o'stirish darsida grammatikaga urg'u berishga yo'naltirilgan materiallar tanlandi.

Eksperiment sessiyalari davomida talabalarning pre-test natijalariga ko'ra muammo tug'dirgan mavzularining ro'yxati tuzilib, eksperiment darslari aynan shu mavzularda olib borilishi belgilandi.

Mavzular ro'yxati:

1. Past Simple Passive;
2. Unreal conditions;
3. Present Perfect tense;
4. to be made to do/ to let smb do / to make smb do;

I. "Past simple passive" quyidagi izohlar va misllar orqali prezentatsiya orqali tushuntirildi:

The Passive Voice The structure for active voice is Subject + Verb + Object.

Examples: 1. The man found a diamond.

2. The woman drove the car.

3. The reporter wrote the story.

4. The earthquake hit Japan.

The structure for passive voice is Subject + Verb to be + Past Participle + Preposition + Agent. Exercise 1 - From the examples above, re-write the news headlines using 'passive voice'.

Example. 1. \_\_\_\_\_ The diamond was found by the man.

2. \_\_\_\_\_.

3. \_\_\_\_\_.

4. \_\_\_\_\_.

Ko'rinib turganidek, Grammatik struktura ona tilining ishtirokisiz tushuntirilib, asosan bu yerda struktura formula ko'rinishida ifodalanmoqda. Ona tilining qo'llanilmasligi ingliz tilidan diqqat e'tibor ona tiliga chalg'imasligiga, darsda ingliz tili muhiti yaratilishida muhim rol o'ynasa, Grammatik strukturaning formula ko'rinishida berilishi talabalarga adaptatsion mashqlarni bajarishi uchun aniq va oson manba bo'lib xizmat qiladi.

II. Tushuntirish bosqichidan so'ng adaptatsion mashqlar taqdim etiladi. Adaptatsion mashqlar esa kashfiyotlar, turli buyum, oziq-ovqat, maxsulotlar haqida bo'ladi.

1. Paper \_\_\_\_\_ from cotton

- a) Is made
- b) Made
- c) Will be made

2. The first spaghetti \_\_\_\_\_ from corn.

- A) cooked
- b) cook
- c) was cooked

3. The first letters \_\_\_\_\_ by means of pigeons.

- a) were sent
- b) send
- c) sent

Huddi shu kabi mashqlar multiple choice, matching, fill in the form kabi mashqlar adaptatsiya uchun amalga oshirildi, mashqlarni bajarish orqali o'rganilayotgan strukturani muloqotga erkin joriy qilishdan oldingi tayyorgarlik amalga oshiriladi.

Past Simple Passive Grammatik mavzusini o'qitish uchun to'rt ko'nikma, o'qish, yozish, tinglab tushunish va ogzaki nutq bo'yicha materiallar tayyorlangan bo'lib, material mashqlari, savollari grammatikani og'zaki nutqda shakllantirishga yo'naltirilgan.

### III. Misol uchun, o'qish materiali:

Read the story. Huge Diamond Found in Bangkok Sewer System The largest recorded diamond ever discovered was unearthed beneath the streets of lower Sukhumvit, Bangkok last week. The 37500 karat stone was stumbled upon by a team of maintenance workers cleaning out the sewer lines between soi" s 89 and 90 last Friday night. According to witnesses, the stone was found by Mr. Supakorn, of Nakhon Phanom province. "I was walking through the sludge when suddenly I tripped over an obstacle and fell flat on my face. When I reached down to remove the object, I noticed it had a very fine surface, almost like glass, but it was so heavy I thought that maybe it was a piece of concrete. "When I looked at it close to the light, I couldn" t believe my eyes", he is reported to have told his boss. Mr. Supakorn was immediately taken back to headquarters where the account of his story was confirmed. The head office of Supakorn" s company was inundated with friends and family wanting to know more about the precious stone. After hearing media reports of his finding, Mr. Supakorn then fled Bangkok not wanting to draw too much attention to himself. Attempts to find Mr. Supakorn by police and local authorities have been unsuccessful. The stone was reported to have been purchased by an unknown buyer from Dubai, going by the name of „Mr. T" . After collecting the precious stone from Mr. Supakorn, a private jet was chartered to fly Mr. T, back to Dubai. The sale of the precious stone is said to have caused devastation to the team of maintenance workers. The sewers of Bangkok have since been overrun with prospectors looking to follow the fortunes of Mr. Supakorn.

IV.O'qish materiali bo'yicha mashq ham og'zaki nutqni ham Grammatik ko'nikmalarni rivojlantirishga yo'naltirilgan bo'lishi talab etilishi sababli Grammatik ko'nikma uchun quyidagi ko'rinishdagi mashqlar ustida ishlandi:

1. Identify six examples of passive voice sentences from the news story.

Example: The 375 karat stone was stumbled upon by a team of maintenance workers cleaning out the sewer lines between streets 89 and 90 last Friday night.

2. Try to find out if there is any other sentences which you can change into passive voice in the past simple. Discuss.

V. O'qish materialining Grammatik strukturasi adaptatsiyadan so'ng kommunikativlikni rivojlantirish uchun talabalarga huddi shunga o'xshash "Chain – story" (Zanjir hikoya) vazifasi tushuntirishi mumkinki, unda talabalar iloji boricha birinma-ketin bir-biriga mazmunan bog'langan gaplarni tuzib hikoya hosil qilishlari kerak. Uni o'qituvchi boshlab bersa, talabalarga ham oson bo'ladi. Eksperiment darsida tegishli vaziyatda hikoya quyidagicha tuzildi:

O'qituvchi: "There was a ring, a very beautiful ring in one of the museums in London. It was inherited from the late Queen. Whoever will take it, will be the richest person in the world it was said to be."

Talaba 1: "The ring was admired by everyone in the city, but wasn't afforded by everyone else."

Talaba 2: "One day it was fancied by one of most beautiful and gentle girls in the city, but she wasn't so rich to buy it."

Talaba 3: "One of the richest man in the city who loved that girl decided to buy it, so the ring was purchased by that man."

Talaba 4: "The ring was put into a gift box and presented to the girl. But it was rejected."

Talaba 5: "The man was very frustrated about that."

Talaba 6: "What happened to the ring after that? Well, it was thrown into one of the rivers in the same city."

Talaba 1 : "The rich man who thrown it after that had many problems with his business. So soon he had almost no money left, but he still loved the girl. He was in his ordinary position as an ordinary man, The girl was invited by him to one of the cheapest cafes.

Talaba 2: "The Invitation was accepted with pleasure this time."

Talaba 3: “The girl was offered to sit, the man also sat, they talked about life, a little about love and the future plans”.

Talaba 4: “When the waiter came to them, he was made to wait a little until the couple ordered anything to eat and drink. Well what was ordered, interesting!”

Talaba 5: “Let’s say one of the cheapest meals, soup was ordered for the first course, fish for the main course.”

Talaba 6: “When the girl was eating, she got a terrible red look on her face, probably something was stuck in her throat.”

Talaba 1: The man helped her to throw it out of her mouth, you can’t believe it. What was thrown out of her mouth?

Talaba 2: It was a ring, probably the same ring in the museum, bought by that man!

O’qish adaptatsion mashqi hikoyadan boshqa, masalan gazeta maqolasi, publisistik material, ilmiy maqola va matn bo’lsa hamki, o’rganilgan materialga mos yuqoridagi kabi zanjir usuli bilan matn tuzish mumkin. Buning uchun o’qituvchidan ijodkorlik talab qilinadi. O’qituvchi tuzilayotgan zanjir hikoya-matnning syujeti, yakuniy qismi talabalar tomonidan qanday qabul qilinib, qanday kreativ tuzilishini taxmin qilgan holda boshlanish qismini tuzishi kerak bo’ladi. Hikoya-matnning davomi esa har bir talabning unga nisbatan kreativ yondashuvidan yanada rang-barang bo’lib boraveradi. Asosiysi, har bir tuzilgan matnchalar ichida har bir talaba o’z navbati kelganda albatta o’rganilayotgan Grammatik strukturani qo’llashi shart. Agar qo’llay olmasa, u holda o’yinni tark etishi kerak bo’ladi.

Ekspiriment sifatida tashkil qilingan dars jarayonida esa hech qaysi talabning Grammatik strukturaning qo’llay olmaslik holati bo’lmadi, bunga sabab esa undan oldin o’qish matnida Grammatik strukturaning og’zaki nutqda qo’llanilishiga yo’naltirilgan bir nechta adaptatsion mashqlar bajarilib, strukturaning qo’llanilishiga talabalarda moslashuv hosil qilinganligidadir.

Talabalarning darsdagi ishtiroki va faoliyati Grammatik struktura “past simple passive ning og’zaki nutqda o’qish materialining o’rganilishi, mashqlarning bajarilishi yuzasidan quyidagicha baholandi:

Sub’yekt	O’qish material bo’yicha Past simple passive uchun adaptasion mashqlar	O’qish materialiga “follow up” tarzida “Past simple passive”ning qo’llanilishiga
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		yo'naltirilgan og'zaki nutq mashqi (muloqot)
Talaba 1	88 %	95 %
Talaba 2	90 %	89 %
Talaba 3	83 %	88 %
Talaba 4	93 %	89 %
Talaba 5	84 %	87 %
Talaba 6	83 %	91%

VI. Eksperiment darsi tinglab tushunish darsini grammatik strukturalari asosan past simple passiveda tuzilgan materialni qidirib topib, shu material asosida tashkil qilishga to'g'ri keldi:

Complete the sentences using the passive voice and then practice the dialogues with your partner. Dialogue 1 Noi: The diamond that (find)\_\_\_\_\_ last week (sell) \_\_\_\_\_ a businessman from Dubai.

Por: Yeah, a huge sum of money (pay)\_\_\_\_\_ to the Nakhon Phanom Province authorities. Noi: I heard the guy who found it (make)\_\_\_\_\_ crazy by his fame.

Por: That' s a shame, a discovery like that should be celebrated.

Dialogue 2 Buakaw: Did you watch the Man United vs Barcelona match last night? Four goals (score) \_\_\_\_\_ by both teams. Yodsenklai: Really? I heard that Rooney (send) \_\_\_\_\_ off for foul play. Buakaw: Yes, but a new system of play (use) \_\_\_\_\_

Yodsenklai: At the end of the day, a better game (play) \_\_\_\_\_ by Man United.

Dialogue 3 Sid: Japan (hit) \_\_\_\_\_ by a 9.1 earthquake yesterday and a large tsunami (generate) \_\_\_\_\_

Kim: Ten cities (affect) \_\_\_\_\_ and communications (disrupt) \_\_\_\_\_ Sid: 50,000 residents (evacuate) \_\_\_\_\_ within four hours of being alerted. Kim: But five evacuation

centres (destroy) \_\_\_\_\_

The road (ruin) \_\_\_\_\_ making evacuation difficult.

Bu turdagi mashqning bajarilishi tinglab tushunish sharoitida o'rganilayotgan Grammatik mavzu (past simple passive) bo'yicha moslashuvga imkon beradi. Tinglab tushunish materiali tinglanganidan so'ng u haqida muhokama olib borish esa Grammatik strukturaning og'zaki nutqda ham amaliy o'zlashtirilishiga sabab bo'ladi. Bu dars mashg'ulotlari integrallashgan til ko'nikmalariga mutanosib tarzda tashkil qilinayotgan bo'lsa ham, og'zaki nutqda hamma ko'nikmalari nuqtai nazaridan Grammatik ko'nikmalarni rivojlantirishga qaratilgandir.

VII. O'qish ko'nikmasini rivojlantirish eksperiment darsida amalga oshirilganidek, endi tinglab tushunish mashg'ulotida ham follow-up, ketma ket mashg'ulotlarni davom ettirish uchun o'qituvchi talabalarning dialoglar tuzib (chunki tinglab tushunish materiali dialog sifatida tuzilgan edi) role-playni amalga oshirishni undashi uchun mavzularni tanladi:

Talaba 1 : Talaba 2 – Dialog mavzusi : “Ecological problems were caused by plastic bags use, transport emissions, wood industry, manufacturing industry”

Talaba 3 : Talaba 4 – Dialog mavzusi: “Japanese inundations” (Words to be used, rescue, restore, search, send, put in money, fund, finance)

Talaba 5 : Talaba 6 - “To solve the problems of unemployment in Greece, many measures were taken” (Words to be used: launch new enterprises, open new customer service companies, to enforce law supporting the enterprises employing new graduates)

VIII. Yuqoridagi mavzularda suxbat qilish, muloqot yuritish uchun har qanday kishidan “past simple passive voice” Grammatik strukturasi qo'llashi talab qilinadi. Aynan eksperiment darsida ham shunga urg'u berib o'tildi. Qolaversa, har bir dialog “past simple passive”da tuzilgan mavzuga tegishli gap o'qituvchi tomonidan boshlab berilishi bilan ahamiyatlidir. Negaki talabalar o'qituvchining faoliyatidan andoza olib o'rganadilar.

Mashg'ulotni bajarish davomida dialoglarda past simple passive voice strukturasi kommunikativ darajada erkin va o'rinli qo'llanilganligi aniqlandi. Tinglab tushunish materialining “past simple passive”da tuzilgan gap-qismlari yuzasidan savollar adaptatsion ko'nikma hosil qilgach, shu strukturaning qo'llanilishini taqozo qiladigan dialoglarning tashkil qilinishida kommunikativlik darajasi eksperiment darsida quyidagicha baholandi:

Sub'yekt	Tinglab tushunish materiali bo'yicha Past simple passive uchun adaptatsion mashqlar	Tinglab tushunish materialiga "follow up" tarzida "Past simple passive"ning qo'llanilishiga yo'naltirilgan og'zaki nutq mashqi (muloqot)
Talaba 1	88 %	95 %
Talaba 2	90 %	89 %
Talaba 3	83 %	88 %
Talaba 4	93 %	89 %
Talaba 5	84 %	87 %
Talaba 6	83 %	91%

O'qish va tinglab tushunish ko'nikmalarini shakllantirish jarayonida Grammatik struktura "past simple passive" ning og'zaki nutqda qo'llanilishiga yo'naltirilgan mashg'ulotlardan keyin og'zaki nutq ko'nikmalarini rivojlantirish darsi olib borildi.

Negaki Grammatik struktura to'liq moslashuvsiz og'zaki nutqda realizatsiya qilinishi juda murakkab masala hisoblanadi.<sup>4</sup>

IX. Aynan shu sababli ham ikki asosiy ko'nikmalar asosida o'rganilayotgan Grammatik strukturani og'zaki nutqda realizatsiya qilinishini shakllantirish maqsadida aynan shu mavzuda og'zaki nutq darsi tashkil qilindi.

Og'zaki nutqda "past simple passive voice"ning qo'llanilishini talab etadigan mavzu, bir vaqtning o'zida tarbiyaviy mavzu ham "Uzbekistan after independence" mavzusi maqul topildi.

O'qituvchining muhokama uchun o'rta tashlagan savolidan talabalar o'z nuqtai nazarlarining o'rganilayotgan strukturani tegishli o'rinlarda to'g'ri qo'llab muloqot qilishlari kuzatildi.

“When was independence gained in Uzbekistan?”

“What things happened after that?”

Fikrlash doirasi cheklangan talabalar uchun g'oya berish maqsadida kalit so'zlar doskaga yozib qo'yilishi ham mumkin. Bu ham talabalarning ham fikrlash ham Grammatik strukturaning to'g'ri qo'llanilishiga orientatsiya qilishiga yordam beradi.

Kalit so'zlar: *declare independent, initiate measures of development, adopt the constitution, adopt the national symbols, emblem, flag and national anthem, admit to the UNO, introduce own national currency, launch new national products, open new enterprises, manufacture many machinery technical products and appliances, export goods, import goods, establish high scrapers, build a number of plants, factories, reform all sectors, economics, education, health, sporting, commerce and etc., restore cultural values, create new opportunities for everyone, especially for young people.*

Talabalarning mavzu doirasida Grammatik strukturani qo'llab erkin muloqotga kirishishidan misol:

Talaba 1: “Uzbekistan was declared as an independent country in 1991, August 31. Many things changed into positive after this event. A lot of measures of development were initiated by the president I.A.Karimov. Firstly, let's say the constitution was adopted. This is also very important in leading the country on the basis of adopted law and justice.

Talaba 2: “I agree with you. After independence, and constitution was adopted, Uzbekistan gained all what it needed to put it on the map. For example, the national symbols were adopted, such as the emblem, flag and an anthem, all were based on Uzbek ancient, cultural and national traditions.

Kalit so'zlarning berilishi ham juda muhim rol o'ynaganligi ko'rinib turibdi. Bu “past simple passive voice” strukturasi og'zaki nutq, erkin muloqotda kommunikativ darajada qo'llanilishiga asos bo'lib xizmat qildi. Aks holda talabalar o'zlarini o'rganilayotgan strukturani qo'llashga urinib fikrlashdan chalg'ib ketishlari mumkin. Bu ham eksperimentda o'z tasdig'ini topdi.

Bu muloqotning natijasida kommunikativ darajada o'rganilgan Grammatik strukturaning qo'llanilishini baholash quyidagicha bo'ldi:

Sub'yekt	Kommunikativ darajada so'zlashish	Grammatik strukt. "past simple passive"ni qo'llash orqali mavzuni yoritish
Talaba 1	85 %	97 %
Talaba 2	87 %	96 %
Talaba 3	88 %	94 %
Talaba 4	84 %	95 %
Talaba 5	88 %	92 %
Talaba 6	84 %	93 %

Ko'rinib turganidek, uch xil ko'nikmalarda Grammatik strukturani o'zlashtirish orqali og'zaki nutqda Grammatik strukturaning kommunikativ darajada qo'llanilishining baholanishi bo'yicha natijalar juda yuqori. Kommunikativlik asosidagi dars mashg'ulotlari yuqori samarali ekanligi eksperiment natijalariga asosan tasdiqlandi.

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