

O'ZBEKISTON RESPUBLIKASI
XALQ TA'LIMI VAZIRLIGI
NAVOIY DAVLAT PEDAGOGIKA INSTITUTI
XORIJIY TILLAR FAKULTETI
INGLIZ TILI VA ADABIYOTI KAFEDRASI

N.Q.XATAMOVA

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**INGLIZ TILI DARSLARIDA
QO'LLANILADIGAN INTERFAOL
USULLAR**

(Uslubiy qo'llanma)

Navoiy-2007

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Tuzuvchilar: katta o'qituvchi N.Q.Xatamova.

N.N.Mirzayeva.

Mazkur uslubiy qo'llanma ingliz tili o'qituvchilari, bitiruvchi kurs talabalari uchun mo'ljallangan bo'lib, qo'llanmada chet el va respublikamiz ilg'or o'qituvchilarining o'z darslarida qo'llayotgan innovatsion usullari asos qilib olingan.

Mas'ul muharrir: dots. O'.Turniyozov.

Taqrizchilar: prof. M.B.Baqoyeva.

dots. D.A.Axatova.

Uslubiy qo'llanma Navoiy davlat pedagogika instituti ilmiy kengashining 2006 yil 3 iyul yig'ilishida muhokama etilib nashrga tavsiya etilgan.

So'z boshi

O'zbekiston mustaqillik yillarida buyuk o'zgarishlar tomon yuz tutdi. Bu ayniqsa ta'lim tizimida yaqqol ko'rinadi. Chunki ta'lim tizimi o'z oldiga erkin fikrlovchi, barkamol, yetuk shaxsni tarbiyalashni vazifa qilib qo'yadi. Buning uchun biz o'qituvchilar dars davomida yangicha usullardan samarali foydalanishimiz lozim. Jahondagi rivojlangan davlatlarning tajribasi ilg'or pedagogik texnologiyalarga asoslangan holda o'quvchi yoshlarning bilim olishiga bo'lgan qiziqish va ehtiyojlarini qondiribgina qolmasdan, yuqori malakali mutaxassislar etishtirib berish vazifalarini ham hal qilmoqda. Pedagogika oliy o'quv yurtlarida talabalarga bilim berish, ko'nikma va malakalarini hosil qilishda pedagogic texnologiyalardan foydalangan holda ta'lim jarayonini yulga qo'yish, jahon andozalariga mos keladigan mutaxassislarni tayyorlashga ulkan hissa qo'shadi. Bizning institutimiz respublikamiz maktab, litsey, kollejlari uchun o'qituvchilar tayyorlaydi. biz ushbu qo'llanmamda chet ellarda va Xalqaro konferensiya hamda seminarlarda olgan tajribalarimizdan kelib chiqqan holda ingliz tili darslarida foydalaniladigan ba'zi bir interfaol usullar haqida fikr yuritmoqchimiz. Bu interfaol usullardan ingliz tili o'qituvchilari o'z mashg'ulotlarida va bitiruvchi kurs talabalari Malakaviy amaliyot davrida foydalansalar maqsadga muvofiq bo'ladi.

I - Bob

Talabalarni mustaqil fikrlashga o'rgatish

. Ingliz tili darslarida talabalarni mustaqil fikrlashga o'rgatish oldimizda turgan muhim vazifadir. Biz bilamizki, hozirgi ta'lim jarayonida o'quvchi sub'ekt bo'lishi lozim. Darslarga qo'yilgan eng muhim talablardan biri talabani, o'quvchini mustaqil fikrlashga o'rgatishdir. Ko'zlangan maqsadga erishish uchun quyidagi topshiriqlarni bajarish mumkin:

1. "Muammoli vaziyat yechimi". "Creative Problem Solving".

Bu usulni qo'llash uchun hikoyaning boshlanishi o'qib beriladi qanday yakun topishi o'quvchilar, talabalar hukmiga havola qilinadi. Masalan:

Many years ago a merchant found himself in debt to a money lender, a cruel and unpleasant man. The merchant had only one child, a daughter, whom he loved dearly.

One day the moneylender came to the merchant with an ultimatum – either the merchant should pay his debts, go to debtors prison, or permit the moneylender to marry his daughter.

Realizing that the merchant and his daughter were horrified at the idea, the moneylender invited them both to walk with him along a gravel path and to discuss the idea a little further. Here he proposed that fate should decide the issue.

"I shall take two pebbles from this path, one black and one white", he said, bending down to pick up two stones. "I shall drop them in this bag. And then, if your daughter agrees, she will pick one of the stones from the bag without looking. If she picks out the white one, I shall forgive all of your debts, and you and your daughter will never see me again. However, if she picks out the black stone, your daughter is mine."

The merchant's daughter was distraught. She did not trust the moneylender. She was almost sure that he had put two black stones in the bag. Her position

seemed impossible. What should she do? (At this point we can have a small group discussion on what the merchant's daughter should do.)

The correct answer is that the daughter put her hand in the bag, withdrew a stone, and dropped it "accidentally" on the gravel path. "I'm sorry", she cried, "but you can tell the color of the one remaining in the bag".

Ijodiy tafakkurni rivojlantirish maqsadida, biz ingliz tili o`qituvchilari dars jarayonida muammoli ta`limdan foydalanishimiz lozim. Shu maqsadda talabalarga quyidagi matnni o`qish topshiriladi.

One day father sent his son out to sell a sheepskin. "Bring me back the skin", he said "and the money for it". The young man tried sell the skin but in vain because nobody wanted to buy it on those terms. So he decided not to go home at all because he was afraid of his father. When he came to a bridge over the river he met a girl. Seeing that Jack was very sad, she asked him: "May I ask you why you are so sad?".

"My father has given me the skin", said Jack, "and I must bring back both the skin and the money for it".

Hikoyani shu yerda to`xtatib, qiz yigitning muammosini qanday yechib berishini talabalardan so`rashimiz lozim. Talabalar vaziyatni har xil yechadilar, o`z fikrlarini bayon qiladilar. Agar voqea quyidagicha yechilsa to`g`ri hisoblanadi: The girl carried the skin to the river and after washing it in the water took the wool from it. She paid Jack for the wool and gave him back the skin to carry it home.

Yana bir vaziyatning yechimi talabalarga havola qilinadi:

One day old Gobborn told his son to follow him because he wanted to build a fine castle. While they were walking the old man said to his son: "Can you shorten the way for me?" His son answered in the negative and his father ordered him to go back home.

When he told his wife why he had come home alone, his wife solved his problem, but how?.

Bu hikoyani ham diqqat bilan tinglagan talabalar muammoni quyidagicha hal qilishlari mumkin:

His wife told him a story and he repeated it to his father. When he finished his story they would come to the end of their journey. The story Could Shorten the longest road.

2. Fikrlar bahosi. The “Values Clarification” exercise. Bu usul Yuqori sinf o’quvchilari va talabalar uchun mo’ljallangan bo’lib, ularga o’zlarining fikrlarini ochiq bayon etish imkonini beradi. Bu usul oliygoh talabalari va yuqori sinf talabalari bilan darsdan tashqari mashg’otlarda ishlatiladi.

Tushuntirish bahosi.(Values clarification)

Bu usulni qo’llashning ahamiyati shundaki, har bir talaba yoki o’quvchi berilgan shartlar bo’yicha o’z fikrlarini erkin ifodalaydilar Agar shu fikrga to’liq qo’shilsalar +2 sonini begilashadi, agar shu fikrga butunlay qarshi bo’lsalar -2 sonini belgilaydilar.

Do you agree or disagree with each of the statements below? Put a check under the number that indicates how you feel.

+2 = Strongly agree

+1 = Agree

0 = No opinion

- 1 = Disagree

- 2 = Strongly disagree

+2 +1 0 -1 -2

- | | | | | | |
|--|---|---|---|---|---|
| 1. Arranged marriages are better than marriages where the couple have met and dated their own. | - | - | - | - | - |
| 2. It is very important for my family to improve of the person I marry. | - | - | - | - | - |
| 3. If my parents disapproved of my choice, I would | | | | | |

not marry that person even if we were very much
in love. - - - - -

4. A woman's place is in the home. - - - - -

5. Married women with small children should not work. - - - - -

6. Some women are better mothers if they work
and are not children all day. with their - - - - -

Quvnoq topishmoqlar. (Merry Riddles) O'quvchilarga topishmoqlar o'rgatish Ingliz tilini o'rgatishda muhim ahamiyatga ega, ular o'zlariga notanish bo'lgan so'zlarni o'rganadilar va o'ylab topishmoq javobini topadilar. Topishmoqlarni hazil tariqasida ham tuzish mumkin:

1. What is white when it is dirty and black when it is clean?
2. What has two arms and four legs?
3. What goes up when rain comes down?
4. What man wears the biggest hat?
5. What islands are good to eat?
6. What do you have to do before you can get off the train?
7. What do you usually see people eat their soup with?
8. Why is E the most important letter?

Solutions to the riddles

1. A blackboard.
2. An armchair.
3. An umbrella.
4. The one with biggest head.
5. The Sandwich Islands.
6. Get on it, of course.
7. Your eyes.
8. Because it comes first in "everything".

I I-Bob

KVIZ KARTOChKALARI.

Kviz- biror mavzu o'tib bulgach, o'tkaziladigan nazorat savollaridir. Bunday paytda tayyorlanish uchun savollar uyga berilmaydi. Savollar kartochkalarga yoziladi. 1- komanda savol beradi, 2-komanda esa javob beradi. Bunday mashqlar o'tkazishdan maqsad o'quvchilarining, talabalarning eshitish va tinglash qobiliyatini o'stirish. Bu usul orqali grammatik jihatdan to'g'ri savol berishni ham o'rganamiz.

Masalan: Great Britain mavzusi o'tib bulindi. Siz quyidagicha Kviz kartochkalari (Quiz Cards) tuzishingiz mumkin.

1. Why did the Romans call Britain «Albion».

Answer: «Alba» means «white» in Latin and the first thing the Romans saw when they came where the white chalk cliffs on the southern coast of Britain.

2. Which parts of Great Britain are the centres of the woollen and cotton industry?

Answer: Yorkshire is the centre of the woollen industry. The centre of the cotton goods industry is Manchester.

Kviz kartochkalarini so'zlar ta'rifi bo'yicha ham o'tkazishimiz mumkin. So'zlarga ta'riflar yozilgan kartochkalar tarqatiladi. Talaba to'g'ri ta'rifni topishi kerak. Bu usulning afzalligi shundaki, talabaning soniga qarab kartochkalar tarqatiladi va hamma talabalar bir vaqtda darsda ishtirok etish imkonini beradi bu esa vaqtni tejaydi. Masalan: Give the definition of these verbs:

Card №1.

To preserve

1. To save

2. To finish work early

3. To prepare

Answer: 1

Card №2.

To paraphrase.

- 1.To speak clearly
- 2.To express a thought in another way.
- 3.To divide a long text into smaller sections.

Answer:2.

Darsliklarda Nobel mukofoti haqida matnlar berilgan. Shu matnlarga oid savollar tuzish mumkin. Bu kartochkalar True-False (to`g`ri-noto`g`ri) shaklida tuziladi.

Card №1

Alfred Nobel was from Sweden.

Answer: False. He was Norwegian.

Card №2

Marie Curie,her daughter Irine Joliot-Curie,and their husbands Pierre and Frederic have all won Nobel Prizes.

Answer: True.

Sinonim so`zlar, Antonim so`zlar mavzusida kviz kartochkalari tuzish mumkin.

Card №1

Which word is the antonym of the word cheerful?

- 1.happiness
2. hope
- 3.dullness

Answer:3. dullness

Card №2

Which word is the antonym of the word grief?

- 1.sadness
- 2.joy
- 3.sorrow

Answer:2.joy.

Keyingi kartochkalarimiz shartlari mimikalar yoki harakatlar orqali bajarilgani uchun mime (mimika) cards deb ataladi.

Card №1.

- 1.drive dear
- 2.sweep the floor
- 3.clear the table
- 4.dial a number.

Card №2.

- 1.take a picture
- 2.pack a suitcase
- 3.use a phone
- 4.have a headache.

Bunday mashqni So`z birikmalari tushuntirilgach o`tkazish mumkin.

Hozir integratsiya darslari, ya'ni boshqa darslar bilan ingliz tili darsi qo`shib o`tilishi mumkin. Bu darslarda biz quyidagi savollarni kartochkalarga yozib o`qituvchilardan javob talab qilishimiz mumkin. Astronomiya fani bo`yicha: **Card№ 1**

- 1.What is «The Milky way»?

Answer: Our galaxy.

Card№ 2

How many planets are there in our solar system?

Answer: 9.

Card№ 3

1. Which planet is nearest the sun?

Answer Mercury.

Card№ 4

Which planet is closest to Earth?

Answer: Mars.

Kviz kartochkalarini darslarda qo`llash o`quvchilarni uylashga, axborot olishga, axborot berishga, birgalikda ishlashga o`rgatadi. Eng muhimi, dars samaradorligini oshiradi.

Tezkor javob.(Quick answers) Ingliz tili darslarida “Tezkor javob” usulidan foydalanish ham dars samaradorligini oshirishda yordam beradi. Bu usulni bir mavzuni yoki bir bo’limni o’tib tugatgandan keyin o’tiladi.

1. Why did the Romans call Britain “Albion”? Answer: “Alba” means “white” in Latin and the first thing the Romans saw when they came were the white chalk cliffs on the southern coast of Britain.
2. What are the names of the Northern and Southern extremities? Answer: John O’ Groats’ Lands End.
3. What cities in Britain have the following nicknames? A. Auld Reekie. B. The Granite City. C. The Smoke. Answer: A. Edinburgh. B. Aberdeen. C. London.
4. Why are there few outdoor cafes in England? Answer: Because the weather is uncertain.
5. What are the Highlands of Scotland like? The Highlands are the hilly or mountainous regions in the north of the country ; they form the greater part of the western half of Scotland north of Glasgow.
6. In which part of the country are Britain’s greatest shipyards situated? Answer: The most famous shipyards are on Clideside just outside Glasgow.
7. What is the name of the Scottish lake in which there is supposed to be a monster? Answer: Loch Ness.
8. What do you know about the famous Round Table? Who sat at it? Answer: The famous Round Table was used by King Arthur and his knights to show that all were equal.
9. Who was the leader of the peasants anti- feudal uprising in England? Answer: Wat Tyler.
10. Who was Shakespeare’s favorite’s actress? Answer: Shakespeare never saw an actress. All roles were played by men and boys until many years after his death.

11. What is the name of the English town where William Shakespeare was born?
Answer: Stratford on Avon.
12. Why are public holidays in Britain called “bank holidays”? Answer:
Because banks are closed on holidays.
13. What were the thirteen English colonies that were established by the War of Independence? Answer: New Hampshire, Massachusetts, Rhode Islands, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, Georgia.
14. A British billion is one million. What is a billion in the USA? Answer: One thousand million.
15. What are the names of the two houses of legislative branch of the US government? Answer: The Senate and the House of Representatives together they are called the Congress.
16. What university is the oldest in the USA? Answer: Harvard. It was founded in 1636.
17. What are the most popular team sports in the United States?
Answer: Basketball, American football and baseball.
18. Who were the first men to fly over the North Pole? Answer: Two Americans-Richard Byrd and Floyd Bennett-1926.
19. What is the name of a very popular musical instrument in the United States? Answer: The saxophone which originated in the Middle Ages and resembles a clarinet.
20. What monument in Washington is called “the pencil”? The tall column set up to commemorate G. Washington.
21. When did Canada become independent? Answer: On July, 1867.
22. How many Canadians speak English (French)? Answer: About one third of the Canadians speak English and little over two thirds speak French.

23. The British queen is also the queen of Canada. What official is the real head of the Canadian government? Answer: The real leader is the prime minister.

24. Who were the first Europeans to discover Australia? Answer: The Dutch.

25. New Zealand Is the only place in the world for the birds which are among the flightless birds. What do you call those birds? Answer: Kiwis.

26. What US city is called the “Athens the America” and why? Answer: Boston, one of the centres where US culture originated. The first American schools were founded in Boston.

27. Captain Abel Tasman discovered the island now named Tasmania. Who discovered New Zealand? When? Answer: A. Tasman. In 1642.

28. Why is Piccadilly Circus called the centre of London? Answer: Many people think that it is the real center of London because it is not only central but also the heart of London’s entertainment world where we find most of London’s best known theatres and cinemas.

Shunga o’xshash savollar har darsda takrorlansa o’quvchilar tili o’rganilayotgan mamlakatlar haqida ko’p ma’lumotga ega bo’lishadi. Bu usulning yana bir jihati shundaki, til materiallari avtomatlashadi.

III - Bob

“Chigil yozdi ” (“Warm- up exercises”)

O’quvchilarni darsga qiziqdirish uchun sinfda har xil o’yinlardan foydalanish mumkin. Bu o’yinlardan o’quvchilarning o’qiyotgan sinfi ,yoshi hisobga olingan holda foydalanadi:

1. Bir o’quvchi sinfdan chiqadi. Qolgan o’quvchilar xonadagi bir jismni yashiradilar. Sinfdan chiqib ketgan o’quvchi yana sinfga qaytib kiradi. Yashirilgan predmetni topish uchun to’g’ri ko’rsatma bergan o’quvchi uyinni davom ettirish uchun sinfdan chiqadi.

Masalan: topish uchun “ a table “ so’zi berilgan bo’lsa o’quvchilar shu so’znini quyidagicha ta’riflashlari mumkin: It is square. It has four legs. It is for teachers.

2. O`qituvchi sinfni uch guruhga bo`ladi. Har bir guruhga 26 ta harf yozilgan kartochka va 2 ta bo`sh kartochka tarqatadi. Hamma harflar ishtirokida gap tuzgan guruh yengadi. Harf yetishmasa bo`sh kartochkalarga yozadilar.

M: Our Motherland is Uzbekistan. We love it.

3. O`qituvchi o`quvchilarni 4 guruhga ajratadi. Har bir guruhga birorta mashinani pantomima xolatida ko`rsatib berishlari kerak.

M: Microwave, washing machine.

Ayniqsa qiyin mavzular tushuntirilganda yoki yozma mashqlar bajarilgandan so`ng o`quvchilar charchaydilar shunday vaqtda bu usulni qo`llash foydalidir. .

4. O`quvchilar 2 guruhga bo`linadi va qizlar va o`g`il bolalar chiziq buylab qator bo`lib turishadi. O`qituvchi oxirgi o`quvchining orqasiga rasm” chizadi”, u o`quvchi o`zidan oldingi o`quvchi orqasiga rasm” chizadi.”o`yin shu tariqa davom etib, 1 turgan o`quvchi o`sha rasmni doskaga chizadi. Oxirgi o`quvchi rasmni doskaga chizguncha rasm umuman o`zgarib ketishi mumkin. Qaysi guruh o`quvchilari shartda ko`rsatilgandek qilib bajarsalar shu guruh g`olib hisoblanadi.

5. O`qituvchi muhokama uchun savollar tayyorlaydi va ikkita konvertga soladi. O`quvchilar 2 guruhga ajralib, aylana bo`ylab turishadi. O`qituvchi o`quvchilardan 1-10 gacha son aytishlarini so`raydi. Konvertlarni o`quvchilarga uzatadi. 6 soni aytilgan bo`lsa, 6- raqamli talaba konvertdagi 6 savolga javob beradi. Uyin shu tariqa davom etadi. Bu jarayonda inglizcha musiqa yangrab turishi mumkin.

6. O`qituvchi o`quvchilarga og`zaki ravishda zanjir xikoya tuzishni taklif qiladi. O`qituvchi 1 gapni doskaga yozadi, keyin sonlar yozilgan kartochkani o`quvchilarga tarqatadi. O`quvchilar navbati bilan gaplar aytadilar. Oxiri o`quvchi xikoyani tugatadi.

7. O`qituvchi ergash gapga oid gapni doskaga yozadi. (M: It I had 1000, I would faked long vacation.) O`qituvchining o`ng tomonidagi o`quvchi davom ettiradi. (It I took a long vacation, I would go to London). Shu tariqa zanjirli xikoya davom etadi.

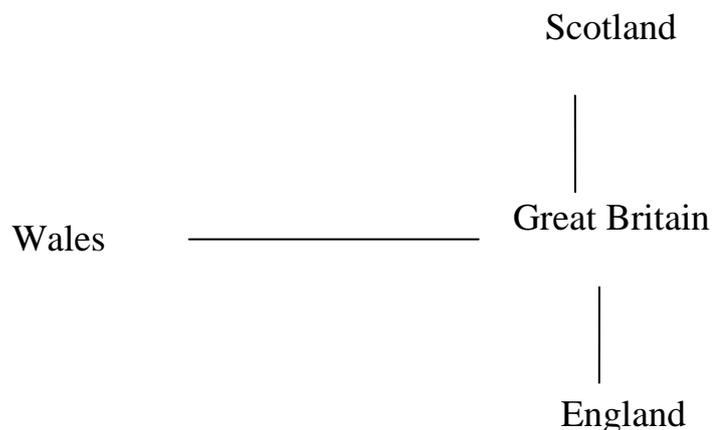
8. O`quvchilar juftlikka ajratiladi. Bu juftliklar xarf yozilgan kartochkani tanlab oladilar. 3 minutdan so`ng xar bir juftlik shu xarf bilan boshlanadigan so`zlar orqali gap tuzadilar. (M:Silly Sally Sanga song...).

9. O`qituvchi xar bir studentdan o`zidan o`ng tomondagi o`quvchiga biror otni shivirlab aytishini so`raydi. Keyin o`quvchilar sinfni uch guruxga ajratadi. Xar bir guruxda 1 o`quvchi savol so`raydi. (M: What did you eat yesterday? What is Something?)

2. Kollaj(collage)- bu usulda mavzu umumlashtirilgan holda chizmalar asosida

beriladi. Great Britain mavzusi olinib, unda joylashgan mamlakatlar nomlari katakchalarga joylashtiriladi.Sinf o`quvchilari to`rt guruhga bo`linib katakdagi har bir mamlakat haqida haqida ma`lumot beradi.Qaysi guruh o`sha mamlakat haqida to`liq ma`lumot bersa , o`sha guruh yutgan hisoblanadi.

Uzbekiston mavzusi o`tilayotgan bo`lsa,mavzularni quyidagicha tanlash mumkin: Historical places of Uzbekistan, Industry of Uzbekistan, Education in Uzbekistan, Famous people of Uzbekistan.Ingliz tili darslarida bu usuldan foydalanayotganda talabalarga tanlash huquqini ham berish , bunday holatda guruhlar o`zlari tanlagan mavzuni olib, shu mavzu haqida gapirishadi.Bu usulni biz darslikdagi biror bobni o`tib bo`lganimizdan so`ng qo`llaymiz.Masalan: Rus va O`zbek maktablari darsliklarida Great Britain , The United States of America, New Zealand kabi mamlakatlar to`g`risida ma`lumotlar bor.Yuqoridagi tartibga ko`ra quyidagi chizmani beramiz:



Talabalar avval Buyuk Britaniya (Great Britain) keyin Angliya (England), so`ng Shotlandiya va Uels (W ales) haqida so`zlab berishadi. Bu usulning afzalligi –Shundaki, o`qituvchi mavzuni osongina o`zgartirishi mumkin.

3. Pantomima (pantomime) bu usul juda qiyin mavzular tushuntirilishi kerak bo`lgan darsda yoki yozma mashqlar bajarilib , talabalar charchagan paytda foydalanilsa bo`ladi. Sinf to`rt guruhga ajratiladi. Har bir guruh O`bekistonda ishlab chiqariladigan elektr asboblari yoki mashinalarni harakatda ko`rsatadilar, boshqa guruh a`zolari buni nima ekanligini inglizcha aytadilar .(televizor, muzlatgich, Neksiya avtomobili va h. k.)

4. Hikoya zanjiri (a chain story) O`qituvchi doskaga birinchi gapni yozadi. Talabalarga raqamlangan kartochkalarni beradi. Raqamlar bo`yicha har bir talaba yoki o`quvchi bittadan gap aytadi.Oxirgi raqamdagi o`quvchi hikoyani tugatishi lozim. Bu usul o`quvchilarning og`zaki nutqini o`stirishda yordam beradi.

5. **Topishmoqlar kaliti** (clue) Bu usulda bir o`quvchi sinfdan tashqariga chiqib ketadi, qolgan o`quvchilar sinfdan biror narsani “yashirishadi”. Tashqaridagi o`quvchi xonaga kimgach “yashirilgan ” narsani topishi kerak . Buning uchun kimdir unga yordam beradi. Qaysi o`quvchi javobga to`g`riroq ishora qilsa, shu o`quvchi o`yinni davom ettiradi. Masalan o`qituvchi stoli ustidagi kartochka yashirilsa o`quvchi shunday ta`rif berishi mumkin: Cards-a set of small rectangular pieces of stiff paper that have special designs on numbers on them that are used for such things as playing games. (o`yinlar o`ynash uchun mo`ljallangan, ustida maxsus rasmlari va raqamlari bo`ladigan, qattiq to`rtburchak qog`ozlar yoki plastik bo`laklar to`plami)

6. **Tez aytishlar va harfli kartalar** (tongue twisters and cards with letters) Bu usulni tovushlarni tushuntirmoqchi bo`lganimizda qo`llasak foydali bo`ladi: O`qituvchi o`quvchilarni juftliklarga ajratib, ularga harflar yozilgan kartochkalarni beradi. O`quvchilar har bir harf bilan boshlanadigan so`z va gaplar tuzadilar.

(M: Betty Botta bought a bit of butter, Silly sally sang a song)

Boshqa juftliklar bu tez aytishlarni takrorlashlari lozim.

7. **Tavakkal qilish** (jeopardy) O`qituvchi doskaga “The USA” mavzusi o`tilgach, quyidagilarni yozishi mumkin:

HISTORY	TRADITIONS	GEOGRAPHY
100	100	100
200	200	200
300	300	300

Masalan: Birinchi guruh bir mavzuni **HISTORY 100** ni tanlaydi. O`qituvchi savol beradi: “Who is the first president of the USA” agar komanda to`g`ri javob bersa, 100 ballni qo`lga kiritadi; xato javob bersa 100 ballni yo`qotadi. Agar 300 ballik savolni tanlansa savol ham murakkablashadi.

8. **Telefon** (telephone) O`qituvchi sinfni uch guruhga ajratadi. Birinchi turgan o`quvchiga qog`ozda gap yozib beradi.

M: 1. White rice is very right. 2. Sheep went on the ship. 3. She`ll send the letter later. Oxirgi o`quvchigacha gap to`g`ri yetib borishi kerak va hamma so`zlar oldin darsda o`tilgan bo`lishi kerak. Bu usul o`quvchilarning lug`at boyligini oshiradi.

9. **Oltin sandiq** (The golden trunk) Bu usulda o`quvchilar kichkina sandiqchaga mashhur kishilarning ibratli fikrlari, maqollari yozilgan qog`ozlarni tashlaydilar. M: 1. Power is in the justice. (A. Temur)

2. Education is a better safeguard of liberty than a standing army.
(Edward Everett)

3. Speak the truth only , even if you are put to death (A.Temur)

4. He who opens a school door , closes a prison.(Victor Gyugo)

Sandiqcha ochilib fikrlar o`qib tarjima qilinadi va mag`zi chaqiladi.

1. Kuch adolatdadir (A. Temur)

2. Ma`naviyat ozodlikning armiyaga qaraganda yaxshiroq himoyachisidir.(E.Edvard)

3. Boshingga qilich kelsa ham to`g`ri gapir. (A.Temur)

4. Kim maktab eshigin ochsa , unga qamoqxona eshigi yopilar. (V.Gyugo)

Ingliz tili darslarida interfaol usullardan foydalanish o`quvchilarni fanga bo`lgan qiziqishini oshirish bilan bir qatorda darsda do`stona muhit yaratishga va o`quvchilarni bir-birlariga yaqinlashtirishda yordam beradi.

10. **Kubik**.(cubic) usuli har tomonlama fikrlash, tasavvur qilish, tafakkur qilish, ko`rsatish, faollikni oshirishga qulay bo`lganligi bilan ham ajralib turadi.Bu usuldan foydalanishni 2 xil ko`rinishda bo`lishi mumkin:

1-usul. Qog`ozdan kubik yasab olti tomoniga savollar yozib qo`yiladi, tashlangan kubik qaysi tomonga tushsa, o`sha savolga javob beriladi. Bu usulni o`tkazishdan oldin barcha savollar vatman qog`ozga yozib qo`yiladi. Bir necha kubik (2-3) ishlatish ham mumkin.

2-usul. Qog`ozdan kubik yasab tomonlariga: Buni tasvirlang! Buni taqqoslang! kabi shartlar yozilishi mumkin. Bu holatda kubik ustiga rasmlar yopishtirilishi ham mumkin.

11. **“Masofali ta`lim”** usuli interaktiv usullarning zamonaviy ko`rinishi bo`lib, jonli muloqot, matbuot orqali, telekommunikatsiya orqali amalga oshiriladi. Bunga sirtqi olimpiada sirtqi o`qish kiradi. Ingliz tiliga oid hamma mavzuda bo`lishi mumkin.

12. **“Ko`chma bozor”** nomidan ma`lumki, bilimlar “ sotiladigan “ joy bo`lib, xaridor va sotuvchidan iborat, bir necha davlatlar vakillari qatnashadi.

Masalan:Ular Angliya, AQSh, O`zbekiston vakillari bo`lishi mumkin. Ular o`z bilimlarini namoyish etadilar. (yarmarka).Qatnashuvchilar o`zlarining mamlakatlari haqidagi hamma savollarga to`liq javob berishlari kerak.Aks holda,bu mamlakat yarmarkasi oldidan hamma ketadi,ya`ni sotuvchilar ham oluvchilar ham faol bo`lmasalar bozorlari kosod bo`ladi.

Masalan: Sotuvchi oluvchining Angliya haqidagi hamma savollariga javob berishi shart. Shunda xaridor Angliya haqida kitoblar, otkritkalarini olishi mumkin.

13. **Rolli o`yinlar.** (Acting characters) rolli o`yinlar usuli darsning barcha tiplarida qo`llanilishi mumkin. Hunarga o`rgatish uchun “Interpreter”, “Translator”, “Writer”, “Poet” kabi kasbdagi kishilar darsda ishtirok etishib talabalar bilan suhbatlashishlari mumkin.

14. **“Allomalar yig`ini” (Thinkers meeting)**

U.Shekspir, A.Navoiy, R.Burns kabi shoirlar va “yozuvchilar”ni taklif qilish mumkin. Bunday paytda ular aytib ketgan hikmatli so`zlardan darsimizda foydalansak yoshlarni komil inson qilib tarbiyalashimizga yordam beradi:

Masalan: “Liberty means responsibility. That is why most men dread it” G.B.Shaw.

“And when we think we lead, we are most led” Lord Byron.

15. **“Integratsiyalashgan dars usuli”**. Bunday dars usuli fanlararo aloqani bilish maqsadida o`tkazilib, o`quvchining umumiy bilimi aniqlanadi. Masalan: “Geography of Great Britain” mavzusini Geografiya fani o`qituvchisi bilan hamkorlikda o`tkazish mumkin.

Integratsiyalashgan dars. (“The integration method”) Biz Farangiet vaTselskiy o`lchamlarini farqini tushuntirish maqsadida matematika hamda ingliz tili darslarini qo`shib o`tkazamiz:

P-1: In order to convert (O`tkazish) Fahrenheit to centigrade subtract (-) 32, then multiply (x) by 5 and divide (:) by 9 F 95-32 x 5:9=35 C.

P: In order to convert centigrade to Fahrenheit multiply (x) 9, divide (:) 5 and add 32. 35x9:5+32=95.

Ma`lumki hozir O`zbekistonlik talabalar, o`quvchilar chet ellarda ta`lim olmoqdalar va kelajakda ularning ko`pchiligi Xorij mamlakatlarida ta`lim olish niyatidalar. Angliya va AQSh kabi mamlakatlarda kiyimlar o`lchamlari biznikidan farq qiladi. Biz bu haqida ham Integratsiya darslarida ma`lumot berishimiz mumkin: T: If we go to shopping we must know clothing sizes, and legth and weight measures.

Ladies Outerwear	Ayollar ustki kiyimlari					
British	8/30	10/32	12/34	14/36	16/38	18/40
American	-	8	10	12	14	16
Continental (European)	38/34	40/36	42/38	44/40	46/42	48/44
Russian	44	46	48	50	52	54

Ladies Footwear	Ayollar oyoq kiyimi						
British	3	4	5	6	7	8	9
American	4/1/2	5/1/2	6/1/2	7/1/2	8/1/2	-	-
Continental	36	37	38	39	40	41	2
Russian	34	35	36	37	38	39	40

16. **Men kimman?** (Who am I?) usuli: Mashhur kishi qiyofasidagi kishi chiqib, o'zi haqida ba'zi ma'lumotlarni beradi. O'quvchi yoki talaba uning kimligini topishi lozim:

- 1) I wrote 37 plays: dramas, tragedies and comedies. Who am I? (W.Shakespeare).
- 2) I wrote "Robinson Crusoe" and many economic and political pamphlets. Who am I? (Daniel Defoe).
- 3) I was born 1667 and wrote "Gulliver's Travels". Who am I. (J.Swift)
- 4) I wrote "The Adventures of Oliver Twist". Who am I? (Charles Dickens).

17. **Tezkor javob** (quick answers) Bu usul takrorlash darslarida foydalaniladi.

How good is your knowledge of Great Britain I want to test it:

- 1) On which rivers do the following towns stand?
a) New Castle; b) Glasgow; c) Stratford; d) Oxford; e) Bristol.
- 2) Give the names of the following (they are all in Britain).
a) longest river; b) the largest country; c) the largest lake; d) the largest city not counting London; e) the busiest port.
- 3) What animals can one see in the Highlands?
- 4) What is the name of the poet who was called "The father of English Poetry"?
- 5) A British writer was born in Dublin. What was his name and what was his most famous book?
- 6) Who wrote the following?
a) "Oliver Twist"; b) "Alice Through the looking Glass".
- 7) In what books do the following characters occur?
a) The white Rabbit; b) Friday.
- 8) Why are public holidays in Britain called "bank holidays"?

18. **Rasmlar so'zlaganda** ("When pictures speak"). Ancha qulay bo'lib, ingliz tilini o'rgatishda, talaba, o'quvchilarning og'zaki nutqini rivojlantirishda yordam beradi, buning uchun mavzuga oid rasmlardan foydalanish lozim:

S-1. Piccadilly Circus is a square in the central part of London London's best-known theatres and cinemas and most famous restaurants are on Piccadilly Circus. In the Square you can see people of many nationalities and hear a lot of different languages.

S-2. Trafalgar Square is in centre of the west England of London. On the north side there is the National Gallery; in the north-last corner there is the National Portrart Gallery, and in the centre there is Nelson's Column with the figure of the great Seaman.

S-3. The Houses of Parliament in London, known also as the Palace of Westminister, is the place where members of Parliament gather to make Laws.

The Houses of Parliament and Big Ben are historical buildings.

19. **Zanjirli hikoya** (Chain-story): What do you know about London.

Now, we'll try to say more sentences. I want to know how is your memory good.

P-1: London is one of the largest cities in the world.

P-2: London is one of the largest cities in the world and it is one of the world's largest ports.

P-3: London is one of the largest cities in the world and it is one of the world's largest ports and it is the capital of the U.K.

20. **Muz yorar** (Ice Breaking) usulini darsdan tashqari mashg'ulotlarda foydalanish mumkin.

Masalan: Ingliz tili to'garagining mashg'ulotlarini boshlaganingizda o'quvchilar bir-birini tanimasligi mumkin. Shunda Ice Breaking usuli ularning tanishishlariga, bir-birli to'g'risida ko'proq ma'lumot olishlariga yordam berishi mumkin:

Ikki o'quvchi o'zaro inglizcha gaplashishadi, (ismi, turar joyi, hobbisi) keyin ulardan biri ikkinchisini boshqalarga tanishtiradi. Shunday qilib, do'stona vaziyat yuzaga keladi.

21. “**Seminar**” (Seminar) usuli keng tarqalgan usullardan bo`lib, ko`pincha talabalar bilan o`tkaziladi. Mavzu oldindan beriladi va har bir talaba mustaqil tayyorlanib keladi va o`z fikrini, o`z bilimini, namoyish etadi, axborot almashiniladi. Mavzu berilganda uning manbalari berilsa usulning samarasi yaxshi bo`ladi:

Great Britain mavzusi olinganda bu mamlakat haqida ba`zi ma`lumotlar beriladi:

1. The United Kingdom includes England, Scotland, Wales, and Northern Ireland.
2. Britain's location made it a center of Atlantic exploration and trade.
3. Britain possessed the financial and natural resources to fuel the industrial Revolution.

IV-Bob

O`QUVCHILARNING LUG`AT BOYLIGINI OSHIRISHDA QO`LLANILADIGAN USULLAR

Ingliz tilida erkin so`zlashish uchun o`quvchi talabaning lug`at boyligini oshirish lozim. Bu vazifani hal qilishda har xil o`yinlardan foydalanish ijobiy natija beradi.

O`yinlar orqali so`zlar o`rgatilsa o`quvchilar yangi so`zlarni tez ilg`ab olishadi va bu so`zlar ularning xotirasida bir umrga qoladi.

Bunday o`yinlar butun sinf bilan, yoki kichik-kichik guruhlarga bo`lingan holda o`rgatilishi mumkin.

Keling, o`qituvchilar yangi so`zlarni o`rgatayotganlarida qanday uyinlardan foydalanishlari mumkinligini ko`rib chiqaylik:

1. Xotirani mustahkamlovchi o`yin (Memory game)

Bir o`quvchi bitta gap aytadi boshqa o`quvchi shu gapga bir so`z yoki gap qo`shadi.

1-o`quvchi: My friend came.

2-o`quvchi: My friend and his mother came.

3-o`quvchi: My friend and his mother came by train.

Qaysi o`quvchi so`z qo`sha olmasa yoki xatoga yo`l qo`ysa o`yinni tark etadi.

2. So`z bog`liqligi o`yini (Word association)

Bir sinf turkumiga oid so`zlar olinadi.

Masalan: Uy jihozlari jihozlariga oid so`zlar.

1-o`quvchi: a Sofa.

2-o`quvchi: a table.

3-o`quvchi: a chair.

4-o`quvchi: the piano.

Qaysi o`quvchi tezda so`z topa olmasa o`yinni tark etadi.

3. Mimika (Miming)

Bu o`yin yuqori sinf o`quvchilari uchun mo`ljallangan bo`lib, o`quvchilar ko`p so`zlarni bilishlari ya`ni lug`atlari boy bo`lishi kerak.

Bu uyin kasbga oid bo`lishi mumkin. Boshlovchi biror kasb egasiga doir harakat qilib ko`rsatadi, qolganlar bu so`z qaysi kasbga oid ekanligini topishlari kerak, aks holda ular savol berishlari mumkin: Do you work with children? Do you work in the evening?

4. Kasbga oid ish qurollari haqidagi o`yin (Guess the tool)

O`qituvchi o`quvchilarni juftlikka ajratadi. 2 o`quvchini yuzma yuz qilib ularga so`zlar yozilgan kartochkalarni beradi.

Masalan: Knife and cook, pen and pupil.

Bu o`quvchilar yozuvni bir biriga ko`rsatmasligi kerak. O`quvchilar kartochkadagi ish qurolining nomini aytmasdan, o`sha so`zni tasvirlashlari shart. Boshqasi o`sha ish qurolini topishi kerak:

1-o`quvchi: It is used for cutting things (bread, vegetables).

2-o`quvchi: It is a knife. We use it to prepare meals.

5. Kishilar ovozlari orqali so`z topish (Human sounds)

Bu uyinda o`quvchilar kishilar xursand bo`lganda, xafa bo`lganda, kasal bo`lganda qanaqa ovoz chiqarishini o`rganadilar.

O`qituvchi: You are at the concert, at the stage.

O`quvchi: Sings and says I am singing.

O`qituvchi: Someone is here...

O`quvchi: Whispers some thing and says I am whispering.

O`qituvchi: You hurt your leg.

O`quvchi: Screams and says I am screaming.

O`yin oxirida o`quvchilar o`zlari xuddi shunday harakatlar topib, aytishlari va ijro qilishlari mumkin.

6. Maslahat zanjiri o`yini (Suggestion chain)

Bu uyinda talabalar bo`sh vaqtini o`tkazish uchun taklif kiritishadi. Buning uchun ularning har biri bugun kechqurun yoki ertaga tushdan keyin yoki bo`lmasa dam olish kunlarini qog`ozga yozib oladilar, keyin birortasi o`yinni boshlashadi boshqa talabalar ham o`z fikrlarini bildirishadi:

1-o`quvchi: Let's go to the football match.

2-o`quvchi: No, not football. What about going to the concert?

3-o`quvchi: We could go to the concert.

4-o`quvchi: No, not to the concert. Why don't we visit to the country?

O`yin shu tartibda davom ettiriladi. Hamma talabalar o`z takliflarini aytib bo`lishlari shart. Kim taklifini to`g`ri ayta olmasa yoki gapda oldin aytilgan fe`l takrorlansa uyindan chiqadi.

7. Ogohlantirish, bildirish iboralariga oid o`yin (Notices and warming practices)

O`qituvchi ikki turdagi kartochkalarni tayyorlaydi. Birinchi turdagi kartochkalarda ba`zi joylarda aytiladigan iboralar va gaplar yoziladi. Ikkinchi tur

kartochkalarda esa shu gaplar va iboralar aytish mumkin bo'lgan joylar ko'rsatiladi. Masalan:

1-o'quvchi: Many students are reading books.

2-o'quvchi: In the library.

3-o'quvchi: Tickets are sold out.

4-o'quvchi: Outside the theatre.

5-o'quvchi: Queue for currency exchange.

6-o'quvchi: Inside a bank.

8. Mantiqni kuchaytirish uchun ishlatiladigan o'yin (Exaggerate)

Bu usul talabalarga turli sifatlarni tanlash imkonini beradi. Buning uchun o'qituvchi har xil tipdagi savollar yozilgan kartochkalarni tayyorlab qo'yadi:

It isn't very interesting, is it?

She is very pretty, isn't she?

Did you have a good day?

Kartochkalar stol ustiga qo'yiladi.

O'qituvchi o'quvchilardan birini chaqirib, kartochkalarning birini olib, savolini o'qishini buyuradi. Bu o'quvchi boshqa o'quvchidan sifatlarni ishlatgan holda savolga javob berishini so'raydi.

1-o'quvchi: She cooked nice meals, didn't she? Azim?

2-o'quvchi: (Azim) Nice? She cooked delicious.

Kim sifatlardan o'rinli foydalana olmasa yoki xatoga yo'l qo'ysa yutqazgan hisoblanadi.

9. Gaplarni kengaytirish uchun ishlatiladigan o'yin (Expand the sentences)

Bu o'yin ham sifatlarga taalluqli bo'lib, gaplarda bir necha sifatlar ishlatilishi lozim:

O'qituvchi: He ate an apple.

1-o'quvchi: He ate a red apple.

2-o'quvchi: He ate a red big apple.

10. Sinonim soʻzlarni ishlatishda qoʻllaniladigan oʻyin (Using Synonyms)

Bu oʻyinda oʻqituvchi bir soʻzni aytadi, oʻqituvchilar shu soʻzning sinonimlarini topishadi. Qaysi oʻquvchi koʻp sinonim topa olsa, oʻsha oʻquvchi gʻolib hisoblanadi:

Oʻqituvchi: Ability.

1-oʻquvchi: talent.

2-oʻquvchi: skill.

3-oʻquvchi: aptitude.

Oʻqituvchi: business.

1-oʻquvchi: industry

2-oʻquvchi: commerce

3-oʻquvchi: trade

4-oʻquvchi: traffic

11. Oʻquvchilarning lugʻat zahiralari tekshirishda testlardan foydalanishimiz mumkin:

Masalan: Jane: Where are ... going, Ann?

a) you

b) he

c) she

d) it

Ann: I'm just going to the

a) office

b) shops

c) post office

d) hospital

Jane could you ... this letter with you?

a) take

b) give

c) post

d) buy

Ann: With pleasure.

Bu turdagi o`yinlar hamma yoshdagi o`quvchilar, talabalarga ingliz tili so`z boyliklarini oshirishga yordam beradi.

Ingliz tili o`qituvchilari ingliz tili o`rganuvchilarining yosh xususiyatlari va bilim darajalarini hisobga olgan holda o`yin shartlarini oson yoki murakkablashtirishlari mumkin.

VI - Bob

INGLIZ TILIDA MAKTUBLAR YOZISH

(yozma usullar)

Jahon tillari orasida ingliz tili o`ziga xos mavqega ega. Ushbu xalqaro til Dunyo miqyosida muloqot vositasiga aylangan, hozirda yer yuzining barcha mintaqalarida inglizcha nutq yangramoqda. U rivojlangan mamlakatlar - Buyuk Britaniya, AQSh, Kanada, Avstraliya kabi mamlakatlarda davlat tili maqomini olgan.

Vatanimizda ham ingliz tilini o`rganishga alohida e'tibor berilmoqda. Bizning bobokalonlarimiz chet tillarni puxta bilganlar va ilm-fan, madaniyat tarixida olamshumul kashfiyotlar yaratishgan.

Biz yoshlarni avlodlarimiz ruhiga munosib bo`lgan holda, chet tillarni puxta egallashga o'rgatishimiz lozim. Buning uchun o`quvchilarga maktub yozishning qoidalari tushuntiriladi:

Inglizlarning maktubini shartli ravishda 9 qismga ajratsa bo`ladi:

1) Maktub yozuvchining manzilgohi (maktubning eng yuqori burchagiga yoziladi).

2) Maktub yo`llangan shaxsga murojaat.

3) Maktub yo`llangan shaxsning manzilgohi.

- 4) Maktub yozilgan sana.
- 5) Salomlashish.
- 6) Maktubning asosiy qismi.
- 7) Maktub yakunidagi iboralar.
- 8) Imzo.
- 9) Xatjildini to`ldirish.

5

Westminster Bridge Road

London 8 E 1 74 E.

**ëки: 15851 S.W. 112-th Street, Miami,
Florida 33196.**

Maktub yozilgan sana. Inglizlarda xat yozilgan sanani qo`yidagicha aks etadi:

- 1) November 25, 2005.
- 2) 25th of November, 2005.

Maktub yo`llangan shaxsning manzilgohi.

Maktub yo`llangan shaxsning manzilgohi ishga oid va rasmiy maktublarda keltiriladi. Shaxsiy, norasmiy maktublarda u tushurib qoldiriladi. Angliyada maktubning bu qismini chapdan biroz joy qoldirib yozishadi:

Azimova R.J.

Language School 1.

Navoi City.

Uzbekistan

Salomlashish. Salomlashishni murojaat bilan qo`shib yuborish mumkin.

Rasmiy, tijorat va ishga oid maktublarda o`ziga xos xususiyatlar bor.

Maktub yo`llangan shaxsga murojaat.

Maktub yozuvchi maktub yullanayotgan shaxs bilan yaqindan tanish bo`lsa, unga **dear** suzini qo`llab murojaat qiladi:

Dear Ann, Ann Dear – (qadrli Enn).

My dear Ann kabi.

Maktubni oluvchi yaqindan tanish bo`lmasa unga Dear Mr.David deb murojaat qilish mumkin.

Rasmiy xatlarda erkaklarga nisbatan Mr, ayollarga nisbatan Mrs, qizlarga hamda turmush qurmagan ayollarga qarata Miss zaylida murojaat etiladi. Bir necha erkaklarga nisbatan Messrs, бир неча аёлларга нисбатан эса Mesdames (Mmes) deyish kerak.

Maktubning asosiy qismi. Inglizlar maktubning dastlabki satrlariga katta e'tibor berishadi. Chunki bu maktubdan olinadigan butun taassurotga ta'sir etishi, noma yozuvchi va uning faoliyati to`g`risida ijobiy yoki salbiy fikr uygotishi mumkin. Maktubni qo`yidagicha kirish gapi bilan boshlash maqsadga muvofiqdir:

Dear Uzbek Colleagues:

It was with great pleasure-what we met with Dr Fran Winfrey today to receive information regarding your school. We truly look forward to our working together with you through the Sister School Project... .

Yakunlovchi iboralar. Inglizlar xatni qo`yidagicha yakunlashlari mumkin:

- 1) Thank you – Sizga tashakkur bildirib.
- 2) Thank you once again – sizga yana bir bor tashakkur aytib... .
- 1) Anticipating an early reply – Tez kunda javob olaman.
- 2) Hoping that you wile do the needful – tegishli choralarni ko`rasiz degan umid bilan
- 3) With love – Sizni jondan sevuvchi.
- 4) Sincerely yours – Chin dildan sizni sevuvchi.

Imzo: Maktub tugagach imzo qo'yiladi. Imzo aniq va ravon, oson o'qiladigan bo'lishi zarur. Rasmiy maktublarda imzo to'liq bo'lishi kerak. Norasmiy maktublarda ismning keltirilishi kifoyadir.

Xatjildni to'ldirish: Chet ellarda manzilgohni yozilish tartibi bizda qabul qilingan tartibdan farq qiladi.

Masalan:

- maktub yozilayotgan shaxsning nomi;
- uying nomeri;
- ko'chaning nomi;
- shahar (qishloq);
- shtat;
- aloqa buo'imining indeksi;

Xatjildini tuldirish namunalari:

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Ox3 7AQ
England.

Endi esa o'quvchilar kichik guruhlariga bo'linib, turli mamlakatlarga xat yozish topshiriladi. Qaysi guruh tez hamda barcha qoidalarga amal qilgan holda maktub yozsa, o'sha guruh yutgan hisoblanadi.

Xat yozish mavzusida testlar ham olish mumkin. Bunda quyidagicha Shart qo'yamiz:

Put in the verbs into the correct form and copy out the letter:

Tashkent May 15,

2006

Dear Nigora,

As you know, I ---the Eleventh Form this year and I go to---school and go to work at a factory. My friend has also ---school, but she ---to enter the History Faculty of Navoi Pedagogical Institute. She---part in a History competition and--- second place, so she is going --- the entrance examinations very soon. She ---- to find out what subjects she to take and when the examinations ---

And what about you to do? ---- you to continue --- or --- you to go a Factory like me?

I --- it very good--- first after school, and after school, and perhaps I--- ---- to --- an Institute later.

I --- you --- soon and --- to me what you are --- to do. I---- in good ----- health and I hope you ---- too.

Yours truly Ann.

(Put in the verbs into the correct form : to finish, to decide , to leave , to finish, to want, to take, to get, to take, to go , to have, to begin, to plan, to go, to study, to prefer, to think, to work, to be able, to enter, to hope, to write, to tell, to plan, to be, to be)

Bu kabi testlar bir oz qiyin bo'lsa ham zamon talabiga javob berib, o'quvchilarni mustaqil fikrlashga o'rgatibgina qolmay, ularning grammatikadan olgan bilimlarini mustahkamlaydi.

Bu testni bajarish uchun o'quvchi fe'lining barcha zamonlarini takrorlab chiqishi lozim bo'ladi.Dars

Dars oxirida o'quvchilar o'z maktublarini o'qib beradilar. Xatosiz yozgan o'quvchilarga yuqori ball qo'yiladi.

Hozirgi paytda testlarning turli shakllari qo'llanilmoqda.Hikoya tarzida o'tgaziladigan quyidagi test Olmoshlar (Pronouns) mavzusini yoritishda qo'l keladi:

Two boys, Miguel and Jose, were friends. They both baby sisters. One day, Miguel's mother asked him to take his baby sister for a walk. And Jose's mother asked him to take his baby sister for a walk, too. Two boys met at the soccer field. They decided to put their baby sisters under a tree and to play soccer. When they finished playing soccer they came back to the tree. But they could not tell the difference between the baby girls.

“Which one is my sister?” cried Miguel. “Which one is mine?”

“ Which one is my sister?” cried Jose. “Which one is mine?”

“I think this little one is yours,” said Miguel.

“Then this big one must be yours,” said Jose.

“Oh no,” said a passing man. The little one looks like Miguel. It must be his. And the big one looks like Jose . She must be his baby sister.”

Miguel took the little baby girl back to his mother. His mother screamed and said to Miguel's father “This isn't our our baby. Where's ours?”Jose took the little baby girl back to his mother. His mother screamed and said to Jose's father “This is not our baby. Where's ours?”

Miguel ran to Jose. “Quickly,” he cried, “my mother says this little baby is not hers.” And she wants hers back back.”

Jose said, “My mother says this big girl isn’t hers. She wants little baby back.”

Later, Miguel and Jose sat and Jose sat and talked. “Mothers and fathers are very clever,” said Jose. “They knew which baby was theirs. They only wanted their baby.”

Bu topshiriq o’qilgach, matnda uchragan olmoshlar daftarlarga yoziladi. Bu olmoshlar quyidagilar: mine, ours, yours, his, hers, theirs . . .

O’qituvchi Olmoshlar mavzusini mustahkamlash uchun savollar berishi Mumkin: Whose pen is this? It is mine. It is my pen. etc.

Quyidagi savollarga olmoshlar ishlatib javob berishlari lozim:

Do you have two sisters?

Does your mother have two brothers?

Is your sister’s name Maria?

Does your sister have three children?

Do you have one brother?

Is your father’s name Pablo?

Do your parents have four children?

Is your brother’s name Eduardo?

Does your mother have three sons?

Do you have baby sister?

Are your brothers’ names Carlos and Vicente?

Is your mother’s name Maria Elena?

Bu savollarga javob berishda olmoshlarning barcha turlari ishlatiladi. Bu kabi mashqlardan foydalanishda o’quvchilar juftlikka ajratilib, ular bir – birlariga savol berishlari kerak. Bu jarayonda ular savol berish tartibini ham o’rganadilar. Bu usulni sinfni guruhlariga ajratgan holda qo’llash ham mumkin. To’g’ri savol tuzgan va to’g’ri javob bergan va javoblarida ko’p olmoshlar ishlatgan guruh yutgan hisoblanadi.

XULOSA

Kadrlar tayyorlash sohasidagi davlat siyosati insonni intellektual va ma'naviy - ahloqiy jihatdan tarbiyalash bilan uzviy bog'liq bo'lgan uzluksiz ta'lim tizimi orqali har tomonlama barkamol shahs – fuqaroni shakillantirishni nazarda tutadi. Shu tarzda fuqaroning eng asosiy konstitutsiyaviy huquqlaridan bilim olish, ijodiy qobiliyatini namoyon etishdir.

“Ta'lim to'g'risi”dagi Qonun va kadrlar tayyorlash milliy dasturi talablariga binoan darslarni an'anaviy tarzda emas, noan'anaviy tarzda tashkil etishimiz lozim bo'ladi. Buning uchun biz o'qituvchilar ko'p izlanishimiz kerak.

Ushbu uslubiy qo'llanmada keltirilgan 40 dan ortiq usullar Amerika Qo'shma Statlari, Angliya kabi ingliz tilida so'zlashuvchi mamlakatlarda hamda ingliz tili ikkinchi til sifatida o'rgatilayotgan mamlakatlarda ingliz tili darslarida va boshqa darslarda foydalaniladi. Bu interaktiv usullar darsni qiziqarli qilish bilan birga, o'quvchi va talabalarni mustaqil, ijodiy fikrlashga o'rgatadi.

Bu uslubiy qo'llanmada keltirilgan usullarni har bir ingliz tili o'qituvchisi ularga ijodiy yondashgan holda o'zlarining darslarida ishlatishlari mumkin.

