



**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
СОҒЛИҚНИ САҚЛАШ ВАЗИРЛИГИ
ТОШКЕНТ ФАРМАЦЕВТИКА ИНСТИТУТИ**

**“ФАРМАЦИЯДА ФАН, ТАЪЛИМ ВА ИШЛАБ
ЧИҚАРИШНИНГ ДОЛЗАРБ МАСАЛАЛАРИ”**

**РЕСПУБЛИКА ИЛМИЙ-АМАЛИЙ АНЖУМАНИ
(ХАЛҚАРО ИШТИРОКДА) МАТЕРИАЛЛАРИ**

**МАТЕРИАЛЫ РЕСПУБЛИКАНСКОЙ НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ (С МЕЖДУНАРОДНЫМ УЧАСТИЕМ)**

**«АКТУАЛЬНЫЕ ВОПРОСЫ ОБРАЗОВАНИЯ, НАУКИ И
ПРОИЗВОДСТВА В ФАРМАЦИИ»**



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ўрганди) бири бирига ўргатди, тажрибадан ўтказди, ўрганиб яна ўзига қайтариб берди. Вақти келса узвий ҳолда қўшилиб ривожланди (масалан, эллинизм маданияти). Инсон бор экан, оила бор, оила бор экан, жамият мавжуддир. Жамият бор экан, тарих деган сўзгина эмас тарих деб аталувчи ўтмиш ҳам мавжуддир. Тарихни эса ўтмиш ҳозир ва келажак ташкил қилади. Яна шуни таъкидлаш мумкинки, Патрик Дж.Бьюкенен китоби Ғарб давлатларнинг аччиқ тажрибаси асосида “Маънавият – миллат тараққиётининг энг муҳим омили” деган тамойилни ва авлодларни миллий кадриятлар руҳида тарбиялаш лозимлигини яна бир қарра тасдиқлайди.

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DIFFERENT LEARNING STYLES OF ENGLISH

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Learning styles have been studied for decades and there are several models that have been proposed by various researchers. While the finer distinctions are still debated, most authorities in the field generally agree upon four basic learning styles: auditory learners, visual learners, kinesthetic learners, and tactile learners. There is a great deal of overlap between the kinesthetic and tactile learning styles, and they will be treated together here.

Auditory Learners - students who get a lot out of lectures, verbal explanations, tapes and oral instruction are generally classed as auditory learners. Language games for this type of learner are mainly listening based. They include games that involve repetition, dictation, and listening for clues. Recitation games – these games are any games that involve students repeating language they have had demonstrated or written down for them. If you are you teach adults who are more conservative, use a variation of Jazz Chants with a short rhythmic dialog and a metronome, or hand clapping, and emphasize the fluency practice. You might also teach a lesson on the history of jazz in the United States. That kind of lesson works very well in classes where students are studying English as a hobby, or for travel. **Listening games** – EFL Students studying English in their own country often express concern that they can understand their teacher but not other native speakers. In the language classroom you can practice listening by using tapes or videos with short dialogs for listening games like Vocabulary Scavenger Hunt, which involves trying to locate the necessary vocabulary words on multiple tapes at different listening stations. Quiz and story building games – Quiz games like Jeopardy, grammar knockout type games and listening memory games are great for auditory learners of any level, since you can go from basic questions like spelling and definitions, to more challenging ones like asking for a word to be used in a sentence, explanation of grammar rules, or cultural trivia. **Visual Learners** - visual learners prefer to read silently and make good use of any illustrations that go with the text. They will generally prefer you to teach with written instructions and will benefit from you acting out situations, watching a demonstration or presenting scenarios in videos. **Board games** – there are plenty of commercial board games that can be used in the classroom, but you can also make your own. "Folder games" involve making a game board, often based on commercial boards, and using them to practice grammar, vocabulary, phonics, and spelling. [1.,p 25-32].

Picture games – these games include anything played with pictures as their main starting point. Playing games with picture flashcards, or adapting Jeopardy to use picture prompts is one example. Another one that is a lot of fun with advanced students is picture captioning or comic strip re-writes. If you use comics from different countries, you can get into some very sophisticated discussions about what constitutes humor in different countries. Many students get to a certain level of advanced English, and then plateau. One reason for this is that they have a difficult time taking their English outside of academic or basic survival situations. Studying humor through these visual games can help to bridge that gap. [2.,p 65-66].

Reading games – reading is an essential skill for all students and will work especially well with visual learners. Language games like Reading Treasure Hunts with color-coded pencils, where the students look for particular parts of speech or vocabulary, teaches skimming as well as reviewing grammar and vocabulary. Using games to diversify your teaching style will allow you to reach more of your students more effectively than ever before. It will cut down on boredom as it increases student interest, and it will give students essential practice in integrating different learning styles into their own style. Students will be doing more than just expanding their English when they play games. They will be expanding their minds.

Craft Games – any game where the students have to actually assemble something, like Lego Negotiations where students have to negotiate with other teams for certain pieces to create their Lego creature according to the directions they've been given. This can be done with homemade tangrams if you don't have access to Legos. Map drawing is another good example, and it can also combine elements of auditory learning since the teacher will tell the students what to draw on their map.

Variety Brings Success Language games are the single easiest way to address different learning styles in the classroom. By putting students at ease, and stimulating their senses, you create a wealth of learning opportunities. These opportunities aren't just for learning language, but also for broadening the students' learning styles to include those that aren't the first choice.

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References: 1. Bates M., T. Dudley-Evans, (1976) English for Science and Technology.
2. www.interactiveeducation.ac.uk

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ОЛИЙ ТАЪЛИМ ТИЗИМИДА “АССЕСМЕНТ” УСУЛИНИ ҚЎЛЛАШНИНГ САМАРАДОРЛИГИ

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Ўзбекистон Кадрлар тайёрлаш миллий дастури асосида жамиятнинг потенциал имкониятларини юзага чиқариш, кучли интеллектуал ва маънавий салоҳиятни шакллантириш жараёни босқичма-босқич амалга оширилмоқда. Фуқаролик жамиятини барпо этиш концепцияси бевосита таълим-тарбия тизимини ривожлантириш, янги технологияларни лойиҳалаш ва педагогик амалиётга тадбиқ этиш билан узвий боғлиқдир.

Олий таълимда таълим-тарбия олаётган талабалардан таълимнинг давлат таълим стандартлари асосида фан, амалиёт илғор педагогик тажриба бирлиги ҳамда ўзаро алоқадорлигида унинг самарадорлигини таъминлаш учун зарур бўлган таълим меёрлари, қоидалари, даража ва сифат кўрсаткичларини ўзларида мужассамлаштириб малакали мутахассис бўлиб етишишни талаб қилади. Талабаларнинг олган мутахассислигига тайёргарлик даражаси замон талабларига, бозор иқтисодиётига жавоб бериши лозим. Бу эса биз ўқитувчилар олдида ижодий изланиш ўқитишнинг прогрессив усуллари кидириб топиш, фанлар ютуқларидан ўқитишнинг ноанъанавий услубларидан унумли фойдаланиш каби талабларни қўймоқда.

Олий таълимда ўқув фаолиятини бошқаришнинг ўқитувчи томонидан эмас, балки ўқитувчи бошқарувида, талаба томонидан ўқув жараёнини олиб боришнинг янги услубларини қўллаш мақсадга мувофиқдир. Бундай ҳолда талабаларда олий таълимнинг мазмуни, ўқув фаолиятининг таркибий қисмлари, унинг педагогик-психологик хусусиятлари ва қонуниятлари, уни таркиб топтириш йўллари, воситалари, ўзлаштириш, эгаллаб олиш усуллари англаб асосда сингдириб борилиши лозим.