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для различения речи каждого говорящего ставится тире между совами автора и косвенным предложением (*Қулдош хеч нарсага тушунмай индамасдан туришан экан, сизга айтялман, тез булинг, отга мининг!- деб буйрук килибди*).

Мужчины в основном используют запятые (... *so she pushed her and coaxed her and got her up, and tied a string round her neck, and passed it down the chimney, and fastened it to her own wrist*) и дефисы в своих речах (... *лаби гезарган холда ун етти кеча-ю ун етти кундуздан кейин кош қорайган вақтда бир баланд қалъанинг олдиға келибди...*). В общем целью использования этих знаков препинания мужчинами является создание удобства для лучшего понимания текста читателями и сжатие письменного текста и выражение собственных мыслей более полноценно. Фоно-стилистические переходы (аллитерация, ассонанс, какофония) в основном свойственны женским дискурсам. Среди структурных аспектов переходов, использования хиазмы и зевгмы мужчинами свидетельствует о несоблюдении речевых норм. Мужчинам свойственно точное доставление речи слушателю или собеседнику, так как их речь богата анафорой и полисиндетоном. Нарушение речевых норм и конфликтные разговоры тоже свойственны мужчинам, потому что в их речи часто встречается парадокс и катахреза.

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DESIGNING MANUAL FOR READING LESSON

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Abstract: *language learning materials play an important role in order to create effective teaching and learning environments. Some teachers base their practices following a textbook, but they sometimes claim that a textbook does not fulfill both teachers' and learners' expectations. Other teachers recognize the importance of developing their own instructional materials as they fit into their teaching contexts. This article describes the process of designing an English reading comprehension manual for High school ESP learners.*

Keywords: *memorize, predict, interpret, reading manual, assessment, committee, metacognitive factors.*

Reading is one the most important language skills as it is used quite often not only for everyday life, but also for academic purposes. Lopera [2] defines reading as “an interactive process in which the writer and the reader dialog through a text”. The reader has to interpret the message posited by the writer and they both have to create coherent meaning. Lopera [3] supports that the reader needs to possess certain elements in order to understand the text: linguistic knowledge, background knowledge, and cognitive processes. Linguistic knowledge involves awareness about the language, that is, recognition of vocabulary, grammar structures, and tenses. Background knowledge has to do with the knowledge that the reader has about the topic he/she is reading. The prior knowledge of a topic helps readers understand the text. Finally, cognitive processes help readers memorize, predict, and

interpret the text. While designing materials for each course each department should organize their own team with experienced teachers who teach Reading and Writing lessons.

Subsequently, the designers should discuss their teaching experiences and exchanged the materials they had used in their classes. Finally, they begin the process of designing the manual taking into account the following academic issues:

1. The three stages for reading activities: pre-reading activities, while-reading activities, and post-reading activities [2, P.79-90]. *Pre-reading activities* were intended to construct background knowledge. In this stage, teachers design activities such as vocabulary introduction, looking at visuals, and previewing the text. *While-reading activities* were intended to ask students to have immediate contact with the reading. Asking for the main idea, guessing, and making inferences are some examples. Post-reading activities were intended to verify and expand knowledge acquired during the reading. Identifying the author's purpose, discussing the author's line of reasoning, summarizing the text are some examples of this stage. It is worth noting that the academic group designed all activities and created most of the readings.

2. Two forms of assessment: formative and summative [1, P.165-183]. The results tell the teacher what he/she must do/adjust during the course (at the beginning, in the middle, etc.). The latter refers to an assessment at a specific time and it usually occurs at the end in order to evaluate what students have learnt.

3. The following general considerations for the design of the manual:

- Some grammar topics need to be covered in this manual as they are proposed in the program of reading comprehension I. However, they are a complementary part of the reading strategy. The grammar topics help readers recognize linguistic elements. These grammar topics are going to be under the heading "grammar corner"
- The manual must contain academic language in order to familiarize students with the formal organization of texts
- Websites are suggested for further practice
- Each topic needs to have a goal in order to inform readers of the purpose of the theme
- The exercises as well as the readings can be adapted. Some techniques such as adding, modifying, rewriting, subtracting, or simplifying could fit the purpose [4].

The teacher can bring other readings as well as exercises in order to recycle or reinforce the reading topics. Dictionary use is important in the process of understanding readings.

This manual aims at intensive reading: teachers guide the process, and it is usually given in classrooms. Nevertheless, the teacher of the course may involve extensive reading, too: reading individually and silently for the purpose of enjoyment.

In order to verify the academic production of the manual, designers decided to take into account the following strategies [2]:

- Designers will pilot some units of the manual during the design;
- The academic committee will assess the manual and give feedback to designers.

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THE ROLE OF MULTIMEDIA IN EDUCATION

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Abstract: *this article is devoted to study the role of multimedia in education. The world we live is changing rapidly and the field of education is experiencing these changes in particular as it applies to Media Services. The development of multimedia technologies for learning offers new ways in which learning can take place in schools and at home.*

Keywords: *multimedia, interactive application, CD-ROM, graphics.*

The use of multimedia in education has been extensive, as it has been effective in increasing productivity and retention rates, where research has shown that people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and hear and do simultaneously.

Multimedia, defined, is the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. In other words, multimedia means “an individual or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next” [1].

The multimedia technologies that have had the greatest impact in education are those that augment the existing curriculum, allowing both immediate enhancement and encouraging further curriculum development. English teaching today has gone into the vicious circle. Teachers need to consider how to perfect the teaching system to improve pupils’ practical ability of English. Therefore an efficient way should be used to make the class vivid. Multimedia teaching will bring pupils into a class where they can interact with the teacher and the subject. Taking into consideration above mentioned it is more intuitive than old ways; teachers can simulate situations in real life. More importantly, teachers will have more approaches to stimulating pupils’ passion of learning.

Text. Out of all of the elements, text has the most impact on the quality of the multimedia interaction. Generally, text provides the important information and acts as the keystone tying all of the other media elements together. It is well written text that makes a multimedia communication wonderful.

Sound. Sound is used to provide emphasis or highlight a transition from one page to another. Sound synchronized to screen display, enables teachers to present lots of information at once. This approach is used in a variety of ways, all based on visual display of a complex image paired with a spoken explanation. Sound which is used creatively becomes a stimulus to the imagination, or which is used inappropriately it becomes a hindrance or an annoyance [2]. For instance, a script, some still images and a sound track, allow pupils to utilize their own power of imagination without being biased and influenced by the inappropriate use of video footage. A great advantage is that the sound file can be stopped and started very easily.

Video. The representation of information by using the visualization capabilities of video can be immediate and powerful. Video can stimulate interest if it is relevant to the rest of the information on the page, and is not ‘overdone’. It can also be used to give examples of phenomena or issues referred to in the text. For example, while pupils are reading notes about a particular issue, a video showing a short clip of the author/teacher emphasizing the key points can be inserted at a key moment; alternatively, the video clips can be used to tell readers what to do next. On the other hand, it is unlikely that video can completely replace the face-to-face lecture: rather, video needs to be used to supplement textual information.