

qobiliyatini shakllantirish kerak, bu zamon talabidir [2-3].

Ana shu ko'rib o'tilganlar asosida "Ammiak ishlab chiqarish" mavzusini ko'rib chiqamiz. Bu ishlab chiqarishni o'rganish jarayonida:

1. o'quvchilarni ammiakni sintez qilish uchun xom ashyo va sintez jarayoni bilan tanishtirish;

2. o'quvchilarning kimyoviy reaksiyalarning borish sharoitlari va sanoatda bu reaksiyalarning boshqarish usullari haqida tasavvurlarini kengaytirish;

3. o'quvchilarning kimyoviy ishlab chiqarishlarning ilmiy prinsiplari haqida ilgari olgan bilimlarini puxtalash va chuqurlashtirish- kimyoviy ishlab chiqarishda optimal bosim va reaksiyaga kirishuvchi moddalar sirkulyatsiyasining qo'llanilishi haqida tushuncha berish;

Bu ishlab chiqarish taxminan quyidagi reja asosida o'rganiladi:

1. Ammiak sintez qilish;

2. Azot va uning xossalari (azot va vodorodning o'zaro ta'siri reaksiyasining tenglamasini yozib, o'tilganlarni esga olish);

3. Ammiak, uning laboratoriyada olinishi, xossalari va xalq xo'jaligidagi ahamiyati (tegishli kimyoviy reaksiyalarni yozish, tajribalarni qilib ko'rsatish yo'li bilan o'tilganlarni takrorlash);

4. Sanoatda ammiakni sintez qilish: a) azot bilan vodorodning o'zaro ta'sir reaksiyasi va bu reaksiyaning qaytar reaksiya ekanligi; b) bu reaksiyaning borish sharoitlari (harorati, katalizator va bosimning roli); c) asosiy apparatlar (sintez kolonnasi, sovutgich-kondensator, separator-ajratgich, kompressor va sirkulyatsion nasos), bu apparatlarning ishlash prinsiplari;

5. Reaksiya uchun kerakli azot-vodorod aralashmasini hosil qilish: a) gazogenerator; b) generator gazining tarkibi; c) keraksiz gazlarni yo'qotish usullari (reaksiyalarning tenglamalari), d) konvertor; e) issiq almashtirgich, f) karbonat angidrid va uglerod (II) oksidni yuttirish uchun minora; g) kompressorlar; h) qarshi oqim va issiq almashish prinsipi;

6. Sanoatda ammiak sintez qilishning barcha asosiy ilmiy prinsiplarini umumlashtirish va puxtalash.

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REZYUME
Maqola ammiakni sintez qilish usullarini dars jarayonida o'qitish, xususan, unda zamonaviy pedagogik va axborot texnologiyalarini qo'llash masalalariga bog'ishlangan. Shuningdek, dars jarayonida faollashtirishga yordam beruvchi tanqidiy fikrlash usullari ishlab chiqilgan.

РЕЗЮМЕ
Статья посвящается изучению способов обучения по теме синтеза аммиака в учебном процессе, и в частности применения современных педагогических и информационных технологий. Разработаны также приёмы критического мышления, способствующие активизации в процессе урока.

SUMMARY
The article deals with the study of ways of teaching on the topic of the synthesis of amiac in the educational process, and using modern pedagogical and information technologies. The authors of the article worked out the techniques of critical thinking, that help to improve activation at the lesson.

THE USE OF GRAPHIC ORGANIZERS IN TEACHING ENGLISH VOCABULARY

T.Koyshekenova – a teacher

K.Yakupova – a teacher

Nukus State Pedagogical Institute named after Ajiniyaz

Таянч сузлар: график органайзерлар, миёга хужум, Т- диаграммаси, концепция харитаси.

Ключевые слова: графические органайзеры, метод мозговой атаки, Т-диаграмма, концептуальная карта.

Key words: graphic organizer, Brainstorming Web, T-chart, Concept map.

Our country draws a special attention to strengthening learning and teaching foreign languages of our youth targeting at forming conditions and chance for fostering international collaboration and communication, widely and effectively using the advance achievements of the world civilization and the information sources as well as providing their integration into the world mutual society.

Created conditions in the field of education in our country serve for bringing up well-educated, modern intelligently thoughtful, intellectually and harmoniously developed generation, who get complete professional preparation. On December 10, 2012, the implementation of the first President's Decree №1875 on "On measures to further improve foreign languages learning system" creates the basis for reforming on teaching foreign languages in the education system of the country. A lot of projects have been done as an implementation of this important document [1, 3].

Studies have shown that meaningful learning can be assisted through the use of graphic organizers. Students who used as learning strategies performed better rather than the students who used underlining, note-taking, discussing with co-students or outlining.

Graphic organizers also can be used in all phases of learning from brainstorming ideas to present findings. They can be used individually or in large groups. For example, some teachers like to create a class concept map as a large group to review at the end of a unit or develop a character map while reading a book aloud to the class.

These tools are particularly useful in activities that require critical thinking skills.

Although there are many variations and possible combinations of graphic organizers used in the classrooms, they could be presented in four different pattern which are: *hierarchical, conceptual, sequential and cyclical* [2:73]. The table below shows type of organizer best fits with the structural patterns of the informational texts.

Graphic Organizer Pattern	Organizational Pattern of Text
Hierarchical	Categories and subcategories, matrix, plot, tree, pyramid
Conceptual	Description, mind map, concept map, concept chart, diagrams
Sequential	Time line, chronology, process/ product, cycle graph, line graph
Cyclical	Cycle graph, life cycle, repetitive events

Graphic organizers enable teachers to show and explain relationships between content and sub-content and how they in turn relate to other content areas. On the other hand, through the use of the organizers, students can make more abstract comparisons, evaluations and conclusions. In short, graphic organizers allow students an active role in their learning. For easy understanding, specific benefits to students and teachers are presented in the following organizer:



Benefits to students

- Understand the concept of part to whole;
- Record relationships;
- Clarify and organize ideas;
- Improve memory;
- Comprehend texts;
- Recognize and assimilate different points of view.



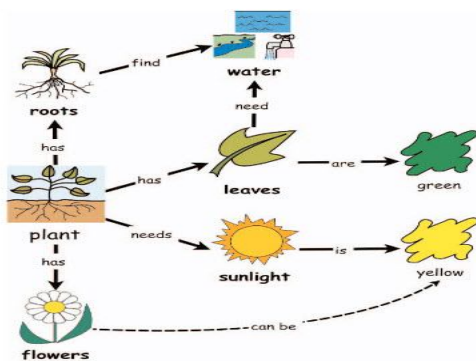
Benefits to teachers

- Show and explain relationships between and among content;
- Make your lessons interactive;
- Help visual learners to acquire information more easily;
- Motivate students;
- Assist students in prewriting techniques;
- Assess what students know.

Examples of common graphic organizers include the following: timeline, cycle diagram, T-chart, Venn diagram, story map, flow chart, grid, web, and problem-solution outline. But in this article we try to illustrate below-mentioned graphic organizers:

Concept Maps

A concept map is a visual organizer that can enrich students' understanding of a new concept. Using a graphic organizer, students think about the concept in several ways. Most concept map organizers engage students in answering questions such as, "What is it? What is it like? What are some examples?" Concept maps deepen understanding and comprehension.



Thus, a concept map is a general organizer that shows a central idea with its corresponding characteristics. Concept maps can take many different shapes and can be used to show any type of relationship that can be labeled. Maps are excellent for brainstorming, activating prior knowledge, or generating synonyms. Maps can be used to show hierarchical relationships with the most important concepts placed at the top.

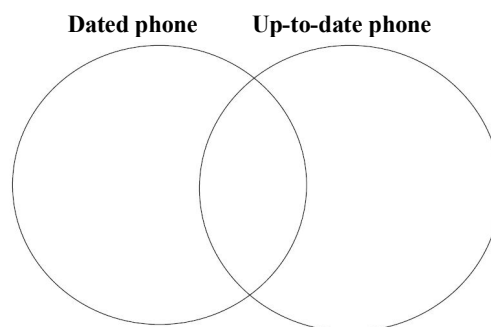
Venn Diagrams

A Venn diagram is constructed with a collection of simple closed curves drawn in a plane. According to Lewis, the "principle of these diagrams is that classes or sets be represented by regions in such relation to one another that all the possible logical relations of these classes can be indicated in the same diagram".

This graphic organizer is a diagram that shows all possible logical relations between a finite collection of different sets. A Venn diagram consists of multiple over-

lapping closed curves, usually circles, each representing a set. In Venn diagrams the curves are overlapped in every possible way, showing all possible relations between the sets.

Let's use Venn diagram on the topic "Information Technologies". Here the students are given a task to compare 2 models of mobile phones, define their similarities and differences.

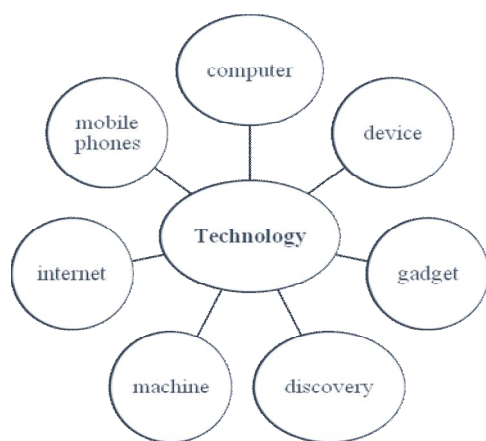


Brainstorming Web

Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Teachers can use brainstorming as a thinking strategy to help students generate questions, ideas, and examples and to explore a central idea or topic. During brainstorming, students share ideas that come to mind and record these ideas without making judgements about them. When introducing a topic, teachers can use brainstorming webs to determine what students already know or wish to learn, and to provide direction for learning and reflection. Brainstorming stimulates fluent and flexible thinking and can also be used to extend problem-solving skills. The use of visual supports is an especially powerful teaching strategy.

This graphic organizer can be used to record, organize, compare, analyze, and synthesize information and ideas, can assist students in accessing prior knowledge and connecting it to new concepts learned as well as consolidating their understanding. The example of brainstorming web is given below:



So, above mentioned graphic organizers help students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking. Graphic organizers are visual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge and new information. Thus, teaching our students to use graphic organizers such as brainstorming webs, Venn diagrams, concept maps and charts help them better comprehend the texts, can promote teachers' instruction and students' active learning. These are visual tools that help EFL students understand and organize information, also develop higher-level thinking skills and promote creativity.

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РЕЗЮМЕ

Бу мақола инглиз тили лексикасини ўргатишда график органайзерларнинг натижаллиги ҳақида. График органайзерлар маълумотларни тўплашда, эсда сақлашда, ўрганишда, таҳлил қилишда ва қўллашда ёрдам беради.

РЕЗЮМЕ

В статье рассматривается одна из актуальных проблем – эффективное использование графических органайзеров в обучении английской лексики. Графические органайзеры помогают организовать информацию на листе бумаги (или экране компьютера), чтобы улучшить её запоминание, усвоение, анализ и применение.

SUMMARY

The article is devoted to the investigation of the effectiveness of graphic organizers in teaching English vocabulary. Graphic organizers help in organizing information, on a list of paper (or on the screen of a computer) to improve remembering, learning, analyzing and using.

УМУМТАЪЛИМ МАКТАБЛАРИДА ҚОРАҚАЛПОҚ ХАЛҚ МУСИҚА САНЪАТИНИ ЎРГАТИШ ВА УНИНГ МИЛЛИЙ ҚАДРИЯТЛАРИНИ ТАКОММИЛЛАШТИРИШ ЙЎЛЛАРИ

И.Ж.Моянов – катта илмий ходим-изланувчи

Ислам Каримов номидаги Тошкент давлат техника университети

Таянч сўзлар: куй, кўшиқ, маданият, санъат, мусикий идрок, мусика маданияти, бадий асар.

Ключевые слова: музыка, песня, культура, искусство, музыкальное мышление, музыкальная культура, художественное произведение.

Key words: music, song, culture, art, musical intellection, musical culture, literary-artistic work.

Бугунги куннинг тадқиқотчилари, педагог олимлари, тажрибали ўқитувчи ва мураббийларнинг кўп йиллик кузатувлари илмий изланишлари ва амалий машғулотлари жараёни мусиқа фани ўқитувчисининг ўқув тарбия ишлари бўйича эришадиган ютуғи ва камчиликлари, энг аввало, ўтказилаётган дарс ёки тадбирнинг ўқувчилар онгига, хиссиётига қай даражада синганлиги ва уларда ҳосил бўлаётган билим, кўникма ва малакаларнинг ўсиш даражасини аниқ белгилаб олиши ниҳоятда муҳим эканлигини кўрсатади [4].

Бундай аниқликларга эришишда, берилаётган билим ёки тавсияларнинг ўқувчиларга қай даражада таъсир ўтказишини билиб бориш учун ўқитувчининг ўз режаларини қай тарзда амалга оширишини олдиндан белгилаб олишга имкон беради.

Мусиқа маданияти дарсларида ўқувчиларнинг мусиқа воситасида, хусусан, қорақалпоқ халқ кўшиқлари орқали маънавий-ахлоқий қадриятларининг ривожланганлик даражаси, ўрганиладиган кўшиқлар ёки тингланадиган асарлар дастурнинг кўлами ёки дарс мавзуларининг хилма-хиллиги билан эмас, балки тарбияланганлик даражасини кўрсатувчи бошқа бир қанча муҳим омиллар орқали аниқланади:

Биринчидан; ўқувчиларнинг маънавий-ахлоқий қадриятларни ривожланганлик даражасини кўрсатувчи асосий ва ишончли белгилар уларнинг фольклор асарлари ҳақида эга бўлган тушунчалари (асарнинг шеърий ва мусикий матнини билиш), асарда берилган

фикрларни баён қилиб бера олиши, унинг тарихий пайдо бўлиш сабаблари ва у билан боғлиқ бўлган халқ анъаналари, урф-одатларини билиш, унинг куйланиш ёки ижро этиш тартибини билиш, мазмунини таҳлил қилиб маънавий-ахлоқий қадриятларни билиши ва тўғри хулосаларни келтириб чиқара олиши ҳисобланади.

Иккинчидан; ўқувчиларнинг маънавий-ахлоқий қадриятларини билиши уларнинг яхши баҳоларда ўқиши ёки халқ кўшиқларини яхши куйлаб беришлари билангина баҳолаб бўлмайди. Чунки қорақалпоқ халқ қадриятлари ҳақида, урф-одатлари ва анъаналари ҳақидаги тушунчага эга бўлган, унга мос кўшиқларни куйлаб бера оладиган айрим ўқувчилар мактаб ҳаётида бўладиган жамоат ишларида, ўтказиладиган турли тадбирларда фаол қатнашмаслиги қорақалпоқ халқ кўшиқлардан келиб чиқадиган мантикий хулосаларни ўз ҳаётида қўллай олмасликлари ҳам мумкин.

Учинчидан; ўқувчиларнинг маънавий-ахлоқий сифатларининг қай даражада мукамаллиги илмий жиҳатдан ҳолисона асосланган диагностик «кесимлар» орқали аниқланади. Бундай кесимлар, яъни ўқув йилининг маълум бир қисмида ўтказиладиган мантикий текширувлар ўз ичига ўқувчининг маънавий-ахлоқий қадриятларини билиш жараёнини очиб берувчи муҳим параметрларни ўзида мужассамлаштирган бўлиши лозим. Бунга ўқувчиларнинг маънавий-ахлоқий қадриятлар ҳақидаги тушунчаси, ҳатти-ҳаракатлари