

жавоб қайтарган ўқувчидан изоҳ беришни талаб қилишлари мумкин. Кўпинча бундай изоҳлар беъмани бўлади. Масалан, бир ўйинда милиционер касби ўйлаб топилади ва касб қандай рангли саволга қора ва оқ деб жавоб қайтарилади, маълум бўлишича, ўқувчи милиционернинг калта таёқчасини назарда тутган экан. Муваффақиятсиз чиққан жавобларни аниқлаган вақтда синфдагилар касбга бир мунча мос бўлган саволлар ўйлаб топиш таклиф қилинади. Бунда ўйинни олиб боровчи ҳам қатнашиб ўқувчиларни касб тўғрисидаги тасаввурларини кузатиш мумкин. Билиб олувчилардан қандай жавоблар ўзларига ҳаммадан кўпроқ ёрдам бергани ва аксинча қандай жавоблар чалғитгани сўраб олиши мумкин. Жавобларни тузатгандан кейин ким ютганини аниқлаш мумкин (дурранг натижа ҳам бўлиши мумкин).

Ўйинни аниқлаш имкониятлари: ўйин турли касбларга нисбатан билдирилган ҳис-туйғуларни аниқлаш имконини беради. Бундай муносабатнинг характери касб танлашга кучли таъсир ўтказилганлиги сабабли ўйинни олиб боровчи умуман синф тўғрисида ва айрим ўқувчилар ҳақида анча муҳим ахборот олади. Чунки бир дарс мобайнида кўпгина мактаб ўқувчилари фаол иштирок этишлари мумкин.

Типик қийинчиликлар:

I. Баъзи қийинчиликлар тўғрисида, уюшмага оид масала моҳиятини тўла тушунмаслик,

II. Савол конкрет ўқувчига эмас, балки бутун синфга берилиши,

III. Жавоб вариантлари узок ўйлаш заруриятини келтириб чиқаради. Бу қийинчиликлар ҳақида юқорида ўйин тартибини тавсифлаётган чоғимизда қисқача маълумот берган.

Шундай ҳоллар ҳам бўладики, ўйлаб топувчилар синфга тайёрланмаган саволлар билан кирадилар ёки жавобларнинг вариантларини ўйлаб топишга улгурмайдилар. Ўйинни олиб боровчи ўйнаётганларга ёрдам бермай, балки аксинча “башарти сизлар тайёр бўлмасангиз у вақтда командангиз ўйинда ютқазиб қўяди . . .” деб ўйинни кескинлаштириши лозим. Бундай ҳолда ўқувчилар улар билан жиддий ўйнаётганликларини тушуниб оладилар, бу эса ўйинга ҳам, машғулот мавзусига ҳам уларнинг қизиқишини оширади.

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РЕЗЮМЕ

Мақолада мактаб психологлари ва мактаб интернат психологлари ўқувчиларни касб-хунарга йўналтиришда фойдаланиши мумкин бўлган ўйинлар ва машқлар келтирилган.

РЕЗЮМЕ

В статье приводятся профориентационные игры и упражнения, которыми могут пользоваться школьные психологи и психологи школьных интернатов.

SUMMARY

The article presents the professional orientation games and exercises that can be used by school and boarding school psychologists.

NEEDS ASSESSMENT AND TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Таянч сўзлар: касбга йўналтирилган инглиз тили, инглиз тили хорижий тил сифатида, умумий инглиз тили, таълим берувчи, баҳолаш, аутентик, манфаатдор томонлар, хоҳиш- истак тахлили.

Ключевые слова: профессионально ориентированный английский, английский как иностранный язык, общий курс английского языка, практикующий, оценивание, аутентичный, заинтересованные стороны, анализ потребностей.

Key words: English for specific purposes, English as a foreign language, English for general purposes, practitioner, assesment, authentic, stakeholders, needs analysis.

ESP

The notion of language teaching focuses on teaching languages for General and Specific purposes. And due to the reforms held on teaching languages in our country - Uzbekistan, particularly in English teaching, GE and ESP tendencies are changing. As it concerns EGP comprises

Ўйиндан фойдаланиши истиқболлари: жумбоқни билиб олувчиларга яхшироқ тайёргарлик кўришга, ўйинни олиб боровчига эса камроқ ноаниқлик вазиятида ўйинни муҳокама қилиниши яхшироқ ташкил этишга ёрдам берадиган уюшмага оид саволларнинг махсус рўйхатини келгусида ишлаб чиқиш мумкин. Ўйинда жумбоқни билиб олувчилар битта эмас, балки иккита мусобақалашувчи гуруҳдан фойдаланишлари мумкин. Касбгина эмас, балки конкрет иш жойларнинг ўқув юртларнинг, у ёки бу касбларнинг типик намоёндаларининг киёфаларини ҳам билиб олиш мумкин.

“Касбни топ” ўйини

Ўйиндан кузатишган мақсад: мактаб ўқувчиларини касбларни таҳлил қилишнинг илмий схемаси билан таништиради. Ўйин “Профессиограмма”, “Касб формуласи” мавзуларини ўрганган чоғда, шунингдек халқ хўжалигининг турли тармоқларидаги конкрет касблар билан танишган вақтда фойдаланилади.

Ўйин шартлари: ўйин синф билан (7-8 синф ўқувчилари билан) ишлашга мўлжалланган. Биринчи ўйин учун 10-15 дақиқа, шундан кейинги ўйинлар учун 7-8 дақиқа вақт ажратилган. Ўйинда синф доскасидан кенг фойдаланилади, касблар таҳлили жадвалига эга бўлиш макбулдир.

Ўйинни аниқлаш имкониятлари: ўйин конкрет касб бўйича ўқувчиларнинг билимларини аниқлаш, шунингдек касблар таҳлили чизмасини эгаллаганлик даражасини билиб олиш имконини беради.

Ўйинни такомиллаштириши истиқболлари: ушбу ўйинни ривожлантиришнинг асосий йўли касбни таҳлил қилишнинг бирмунча қулай (ўйин) схемасини кидиришдан иборат. Баъзи бир тартибий такомиллаштиришлар, рағбатлантирувчи мусиқа билан ўйлаб топиш вақтни тўлдириш ва шу кабилар бўлиши мумкин.

Юқорида таклиф этилган ўсмирларни касбга йўллаш, касбий қизиқишларни ривожлантириш ўйинларидан амалиётчи психологлар нафақат умумтаълим мактаблари, балки алоҳида эҳтиёжга эга ўқувчилар тахсил оладиган махсус мактаб интернатларнинг психологлари ҳам кенг фойдаланишлари мумкин.

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the common core of language sharing by most of its speakers who are usually native speakers and for non native it became ESL/EFL. Ordinary EGP is a linguistic system to learners, whereas ESP is specially made language box to specific communities of learners with highly specialized language needs.

The needs analysis and its types in process

The needs assessment has the essential function in conducting language classes and especially for ESP classes as the success of well designed ESP course is based on NA as Kay Westerfield mentioned (Kay Westerfield, 2010). He stated that the NA helps ESP practitioners to get information, wish and main purpose of learners and stakeholders. The term "stakeholders" stands for the people interested in the course, and in the success of it (the training program). Kay Westerfield defined them as client or sponsor who requests the course (a university department, company/organization, or individual), the learners, the teachers, and potentially others (Kay Westerfield, 2010).

As it has already been confirmed, the role of needs analysis in any ESP course is vital. It concerns that needs analysis is the primary step in any successful course design that can supply activities and content of the further course components. Kay Westerfield suggested the following 3 basic analysis in organizing need assessment:

- TSA – Target Situational Analysis;
- PSA – Present Situational Analysis;
- CA – Context Analysis.

Target Situation Analysis was introduced by Chambers in 1980. It was based on the analysis suggested by Munby 'communication needs processor' (1978). In TSA we are interested in learners' needs, wishes and expectations of stakeholders in language learning. That is, we should clarify the point of their wish to do with the language in the future. The TSA looks for the following questions:

- What tasks do the learners need to be able to do by the end of the course? To develop this point we should clarify some background information about learners;
- Why is it important for them to perform these tasks in English?
- Why do learners want or need to learn these skills?

The next stage in analysis is considered to be **Present Situational Analysis**, where important information about learners' current behavior in the language can be revealed. This type of analysis concerns to held placement tests and some background information of the learners' that helps practitioners to clarify what can learners do in the target language now? Overall, PSA can define what are the learners able to do now in the target language? What are their strengths and weaknesses in language and skills, and what are their past language learning experiences that can affect how they learn?

Context Analysis interests in the environment in which the learning will take place. This sort of assessment requires practitioners to evaluate and find out necessary information about context of the course. The following points should be taken onto consideration:

- People;
- Physical setting of the course;
- Nature of course;
- Teaching resources;

As we see context analysis provides the opportunity to collect sample written or oral texts relevant to the learner's needs such as textbooks, manuals, videotapes/DVDs, business correspondence and others to use in curriculum and materials design for the course.

My experience of needs analysis

For the first time when I addressed needs analysis, my target learners were future accountants (students at the university) whose purpose in learning English was to build competent communication in the environment of their workplace. The questionnaire included some elements of both TSA and PSA and none elements of CA done that time. Holding questionnaire with some stakeholders, in the face of administration, at this stage considered unnecessary for me provided by the fact that their wish is clear by supported curriculum. However, Kay Westerfield mentioned that "The effective ESP practitioner will gather in-

formation from a variety of sources to build a complete view of the learners' current skills and training needs and gain crucial support for the training program from key stakeholders", Westerfield (2010). He means that gathering information from all participants is very important to build effective support for the trainings.

If to speak about my experience with ESP learner population it was EOP/EAP-accounting business: that is they were future accountants in the sphere of business; they were not working in the sphere yet, and just studying at the university. The purpose of English classes was to enable them to have competent communication in their sphere and this course is compulsory. Having rough understanding of my learners TSA and PSA the type of information I needed for the course success is mostly based on some CA and the following point were very important for me as a designer and teacher: is the course compulsory or optional? What about attendance? If some testing are required what is the form and aim? The degree of access to the materials and equipments (copy machine, technical facilities and etc.): limited or unlimited; separated hours and total length of the course. And below the results of needs assessment results described:

Target Situation Analysis (TSA)

TSA showed that my learners were students of Economical Institute, Business Accounting field: EOP/EAP – Business Accounting. Conducted course was new that is continuation of GE classes they had in the lyceums and colleges.

By the end of the course Ss need to be able to:

- provide appropriate communication in the field (both written and spoken) in target language;
- understand and respond (fill) to requests of the special accountant blank lists in target language;
- Write accounting reports in target language using appropriate language;
- Make oral accounting reports (on required/asked issue) in target language;
- Make and fill computer accounting programs (of target language);
- maintain the cash accounts in target language;
- Make and respond to the field related phone calls in TL;
- Receive and understand information from written and spoken field related texts.

Present Situation Analysis (PSA)

To define learners' level of the English placement test held. It showed that overall level of the group is elementary-pre-intermediate. Still there were some students whose individual point was beginner too. So, I should have kept it in mind while organizing classes and activities with the multi-leveled group. Students' level of the current area seemed to be quite well: they were Ss of the Economical Institute and exploring the core of the field, learning Accountancy base, history, principles, forms and methods (paper based and computer program reports), functions, calculation principles, rules, essential taxation right, tax forms, formulas and some essential points in finance, (I mean understanding own field in L1, this information held based on consulting results of students exams).

To know students' current desire about learning English they were questioned in oral form in L1. They expressed the following desire regarding language learning:

- To know about format of accountancy in English speaking countries;
- To improve writing in accountancy especially, in reporting and business letter writing;
- To raise listening comprehension: to be able to catch the idea and details of produced Native speech of the field and non field (formal/informal);

- To be able to interact with people on different issues in the field in TL;
- To get delivered idea/information of business (much attention and preference given to accountancy) news from both written and spoken sources;
- To know basic rules and steps of presentation skills;
- To learn negotiation strategies and rules;
- And some Ss expressed a wish to learn basic

Strategies of reading skills.

Context Analysis

The stakeholders in this course were ministry of the higher education, authority of the Institute: rector assistant of the educational fair, office of the head of studies, the head of department, practitioners and potential learners. Training was conducted face to face and some hours of self study. The point of impact on learners was to direct, guide them continuously. As there was lack of language atmosphere they may have it in face to face classes. Moreover, students at the University had this course as compulsory class and alternative ways of teaching did not give best results. The course sessions held at the University of Economy in Tashkent. The classes of the course held in the classroom face to face. The numbers of learners are 24 participants in a group. The course in the Institute is involuntary and once enrolled students' attendance is mandatory. When I conducted lessons with my target learners, devoted hours was 48 (38 in class and 10 self studies) hours per semester and Ss will study course 8 semesters (4 years of being Ss at the Institute). But the situation may change: the devoted hours may increase.

Summative assessment usually flows in the form of 2 midterms and a final test that is required per semester. The responsible person for the tests is the teacher conducting the course, and should follow the assessment specification and format while designing tests.

To teach business accounting classes the following materials were available:

- English for accounting by Evan Frendo and Sean Mahoney, Oxford University Press-2011: this book is suggested for Ss learning English in the field of accountancy as a main coursebook. It is non authentic
- Telephoning in English by B. Jean Naterop, Rod Revell, Cambridge University press-2008: I am planning to use it as a supplementary source and it is non authentic.
- Professional English in Use Marketing by Cate Farrall and Marianne Lindsley Excerpt Cambridge University Press- 2011 (www.cambridge.org) also planned to be used as a supplementary source, non authentic.

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Мазкур мақолада инглиз тилини ўқитишда хоҳиш-истак таҳлилининг ўрни ва вазифалари юзасидан фикр юритилган. Шунингдек, 2014 йилнинг март-май ойлари давомида иқтисодиёт университети талабалари билан олиб борилган тажриба натижалари батафсил ёритилган.

РЕЗЮМЕ

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В статье рассматривается значение, функции и типы анализа потребностей для студентов, изучающих английский для специальных целей. В ней также описывается эксперимент, проведённый в экономическом вузе Узбекистана в промежутке март-май 2014 года. Уроки английского языка проводились для профессионально ориентированных студентов по специальности «бухгалтерия» учитывая анализ их потребностей.

SUMMARY

The article considers the importance of needs analysis (NA) for ESP classes and describes the types of NA. Besides it contains the result of an experiment held with Uzbekistan economy students during March-May in 2014. The ESP classes were based on the received Needs Assessment held with economy students in the specialty «Accounting business» with non- native English speaking background.