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Екинши – топар қатнасыўындағы өз ара мүнәсибетлерди шешиўдеги тәрбияшының профессионал тәжирийбеси. Буның ушын ол диалог мәдениятын ийелеген болыўы керек.

Хәзирги күндеги педагогикалық ислер тәжрийбесинде дәстүрий емес жаңа раўажландырыўшы ойындардан, сондай-ақ, өтмиш жылларының моделлестирилген ойындарынан кең пайдаланылмақта, олар белгили раўажландырыўшы әҳмийетке ийе.

Раўажландырыўшы ойындар өз мазмунына карай ҳәр кыйлы болыўы мүмкин. Усы ойындар арқалы балалар дыққаты жәмлеў, сезимлик жағдайларды хәм логикалық пикирлеўди үйренеди. Буннан тысқары сабырлы, шыдамлы болыўға, үлкенлер хәм теңлеслерин түсиниў, оларға хұрмет пенен қарым-қатнасықта болыў, исеним сыяқлы сезимлер де қәлиплесип барады.

Раўажландырыўшы ойындардан мысал келтиремиз:

1. «Ким айтты?» ойыны.

Мақсет: балаларда тапқырлықты қәлиплестиреў.

Баслаўшы таңланады хәм ол топарға терис қарап отырады. Соң тәрбияшы қолы менен көрсеткен бала: «Даўысымды танымайсаң, Ким айтқанын таба алмайсаң?», – дейди. Баслаўшы кимнің даўысы екенлигин

айтыўы керек. Ол қайсы баланың даўысын таныған болса, сол бала баслаўшы болады. Ойын ҳәр бир бала баслаўшы болғанша даўам етеди.

2. «Бузылған телефон» ойыны.

Мақсет: балалардың дыққат, итибарын хәм есте сақлаўын раўажландырыў.

Балалар дөнгелек болып отырады. Тәрбияшы бир баланың алдына барып, оннан дем алыс күнлери не ислегенин басқа баланың қулағына айтыўды илтимас қылады. Қатнасыўшылар бир-бирлерине әстен қулағына бул хабарды жеткерийи керек. Ойын ақырында болса, биринши қатнасыўшы айтқан хәм ақырғы қатнасыўшы еситкен хабар даўыс шығарылып айтылады.

3. «Мен орындай аламан!» ойыны.

Мақсет: балаларда өзине хұрмет сезимин раўажландырыў.

Балалар өзлери жақсы орындайтуғын хызмет түри ҳаққында айтып, топты бир-бирине ылақтырады. Мәселен: «Мен жақсы жүземен!», «Мен жақсы сүүрет саламан!» хәм т.б.

Демек, мектепке шекемги билимлендириў мәкемелеринде балалардың ўақия кублыслардың белгилери, өзгешеликлери, олар арасындағы өз ара байланыс ҳаққындағы түсиниклерине ийе болыўы хәм өзбетинше қоллана билиўи, әсиресе, раўажландырыўшы ойындар арқалы әмелге асырылып барылады.

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РЕЗЮМЕ

Мақола мактабгача таълимда ривожлантирувчи ўйинларнинг аҳамияти, уларнинг болаларға таълим-тарбия беришдаги роляи бағишланган. Ўйин мактабгача ёшдаги болаларнинг асосий фаолият тури бўлиб, у орқали бола шахс сифатида шаклланиши ҳақида фикр билдирилган. Машғулотларда ўйин технологиясидан фойдаланишнинг аҳамиятига эътибор қаратилган.

РЕЗЮМЕ

Статья посвящается значению развивающих игр в дошкольном обучении, их роли в обучении и воспитании детей. Дается анализ игре - основной деятельности детей дошкольного возраста и формирование детей как личности через игру. Большое внимание уделяется игровой технологии на занятиях.

SUMMARY

The article is devoted to the importance of developing games in preschool education and their place in the education and upbringing of children. It is given the analysis to the game, the main activity of preschool children and formation of children as a person through a game. Great attention is paid to the game technology at the lesson.

ENHANCING INTERCULTURAL COMPETENCE BY IMPLEMENTING DIGITAL STORIES INTO THE CLASSROOM

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Tayanch soʻzlar: raqamli, oʻquv dasturi, loyiha ishlari, texnologiya, media mahsulotlar, tarmoq, qisqa raqamli hikoyalar, tasvir, slayd, koʻrgazmalar.

Ключевые слова: цифровой, учебная программа, проектная работа, технология, медиапродукты, сеть, короткие цифровые истории, изображение, слайд, выставки.

Key words: digital, curriculum, project work, technology, media production, software, mini-digital story, image, slide, visuals.

Different reform projects have been conducted on English language teaching in our country. As a result of one of these reforms, higher educational institutions have a new curriculum for preparing English language teachers for schools. In this new curriculum we have new subjects that require teaching intercultural issues by the way of instructions. These courses introduce the study and transferable skills required in higher educational environment. They cover many areas of university study such as reflection to their own learning, ability to make independent decisions, self-awareness, becoming autonomous, managing university life and studies and many others. Since today's millennium students relate best to a wired world, we think digital storytelling would be a perfect mechanism to motivate and engage students and to create a sense of community in the English language classroom. In this article we want to share our experience on using digital storytelling projects in teaching EFL (English as a Foreign Language). This project

was successfully implemented to Intercultural competence course; in consequence it could be used in any English language classes by changing the tasks according to the students' language level and learning objectives.

Students learning English have wide range of opportunities to practice their language skills with the help of different modes of technology. Our students are using electronic products and gadgets in their everyday life. As a teacher we may surely state that digital technology –when used appropriately and meaningfully – produces the successful learner outcomes. One example of digital media production is digital storytelling. The digital story is a short personal narrative involving images, a narrated voiceover and a recorded audio soundtrack (Lambert2010).With the help of digital stories the four skill and intercultural competences could be assessed as component parts of the media production. We may evaluate students reading, writing, listening and speaking skills by listening

to the narrative text voiceover and this gives sufficient information about the practice of pronunciation, intonation and stress and listening to grammatical accuracy. At the same time students will be able to learn about different cultures and may enhance their knowledge of inter cultural-ality.

Before introducing the digital story project into the classroom, we should consider the process of production and possible frustrations that students might experience while working on the tasks. One of the effective ways of introducing this technique is to bring a sample digital story made by an English learner. Before bringing the digital story project into the class, it is important to have a better understanding of the production process and possible problems that students might experience while working on the project. It is important to say students in advance to select several photographs and write a few sentences about the pictures. Media production usually consists of three components: (1) a narrative voiceover, (2) still images and (3) an audio soundtrack. Creating digital stories can be time-consuming, especially for those teachers and students who have never before used digital production software. Limiting the length of the story, we usually limit it at about 4 minutes alleviates this concern. The process of making a digital story includes following procedures in and outside of the classroom [1] (Brenner, 2014):

1. Introduction to digital storytelling
 - Teacher shares a sample digital story
 - Students experience storycenter.org.
 - Students participate in a mini-digital-story project for experience with software.
2. Teacher presents digital storytelling project guidelines and requirements

- Handouts: Schedule/timeline; rubrics for assessment, storyboards.
- Materials needed: Thumb drive (a least 2GB); university source for memory storage(student files), if available

- Explanation of the project

3. Production

Pre-production

Week 1- Present digital storytelling project idea

Week 2- Introduce digital story background and show examples

Week 3 – Software demonstration and mini-digital-story task

Week 4 – Students begin writing narrative and selecting photos

Week 5 – Students continue writing and selecting

Week 6 – Students continue writing; peer editing

Week 7 – Students complete story boards; more peer editing

Production

Week 8 – Students upload images and crop if necessary

Week 9 and 10 – Students record narrative voiceover

Week 11 – Students fine-tune digital stories

Week 12 – Students present digital stories

Post- production

Week 12 – Wrap-up and class feedback

After each student's presentation, group mates may ask questions to complete missing information, generate more ideas for discussion, and question particular elements involved in the creative process. For these purposes we may use Kathy Brenner's form for students' feedback:

Digital Story Presentation Feedback Sheet

Grade your peers on their presentation skills: Assign a number from 1 to 10, with 10 being the best score.

Eye contact	
Body language	
Voice projection (volume)	

Quality of topic	
Preparation	
Organization	
Use of notes	

Digital Story (Main body)

Slides/visuals	
Voiceover/ pronunciation	
Technical skills	
Overall creativity	

Presentation segments

Introduction	
Conclusion	
Handling of Q & A	

Additional comments:

Taken from: Brenner K. 2014.*Digital Stories: A 21st Century Communication Tool for the English Language Classroom*. English Teaching Forum

One of the good ways of developing students' project working skills is to ask students to reflect their own work. Students write a reflection about the work they have done at the end of the project stating what they have learned, what caused difficulty, and what were their individual contributions. Following questions will help them to write organize their entries:

- *How the digital storytelling helped you?*

- *What challenges have you faced while doing the project?*

- *What skills that you have learnt will be useful in your study and your future profession?*

For more detailed assessment, teachers can also use the following criteria:

Digital Story Evaluation Sheet

Use these ratings and rubrics to evaluate digital storytelling project.

E = Excellent, VG = Very Good, G = Good, F = Fair

Digital media components	E	VG	G	F
Content				
Image coordination				
Audio sound track/ appropriateness				
Pronunciation and clarity				

Digital media production	E	VG	G	F
Creativity and design				
Organization				
Technical success and use if equipment				

Final presentation	E	VG	G	F
Presence				
Preparation				
Eye contact/Body language				

To judge the effectiveness of this project, we referred to the seven key dimensions for a successful multimedia project described by Simkins (2002):

1. **Core curriculum.** We accomplished this by reinforcing objectives of the English language courses, including language elements, cultural information and presentation skills with the help of the technology.

2. **Real-world connection.** The digital storytelling involves students real life stories and it helps them to share their own experience in front of the class in a foreign language.

3. **Extended time frame.** Most of the successful projects do not end in one session. Digital storytelling project also takes much time, as we mentioned above and it involves several stages to work and prepare ready products.

4. **Student involvement in decisions.** Even though teacher decides rules and limitations, student should make their own decisions related what to prepare for the final project. Here teachers' role is to be an advisor.

5. **Collaboration.** While working on their digital stories, students collaborate by sharing ideas and responsibilities. During the preparation process they may discuss and help each other with different problems. Furthermore they can give feedback to each other's work and check on the progress of the project.

6. **Assessment.** Assessing a digital story is an additional challenge. It is essential that teachers consider all dimensions of the project while evaluating final products.

7. **Technology.** Digital storytelling allows students to learn and practice technological skills. They should work with multimedia tools, wider choice of displaying pictures, recording voices and others. Technology based projects have positive effects on today's students, who are surrounded by a high-tech environment.

To sum up, we may restate that the purpose of the using digital story project is (1) to improve four- skill competences, (2) to experience collaboration, (3) to expand computer literacy, (4) to build self-confidence and (5) improve their knowledge of intercultural competence. The production of digital stories capitalizes on the creative talents of students and consequently they take great pride in the finished product. In addition, student collaboration of digital production or peer editing of narrative text reveals moments of engagement, leadership and students taking control. Moreover, digital storytelling is a beneficial and valuable mechanism for improving the four skills areas of English language competency. We strongly believe that the digital story is a perfect way to engage and motivate English language learners. Teachers should consider that in today's classroom, the integration of technology, pedagogy and content leads "a deeper understanding of the different and more powerful roles that digital media can play in both teaching and learning" [2] (Robin 2008, 227). Our experience show that computer-assisted instruction and 21st century communicative tools do play such roles and have positive effect on student learning outcome.

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РЕЗЮМЕ

Инглиз тилини билиш ва уни тўғри қўллаш олиш, глобаллашув жараёнида ушбу тилни мулоқот воситаси сифатида фойдаланиш муҳим аҳамият касб этади. Ушбу мақолада инглиз тилини ўқитишда рақамли ҳикояларни қўллаш орқали маданиятлараро мулоқот компетенциясини ривожлантириш масалалари ўрганиб чиқилган. Бугунги технологиялар ривожланаётган бир вақтда талабаларни бу кўникмаларга ўргатиш орқали дарсларга қизиқтириш мумкинлиги очиб берилган.

РЕЗЮМЕ

Основной целью обучения английскому языку является понимание важности его изучения как средства открывающего доступ в мир. В статье рассматриваются современные приёмы применения технологий в обучении английскому языку как иностранному. Даются рекомендации по включению мини-рассказов в учебный процесс. Особое внимание уделяется вопросам межкультурной компетенции.

SUMMARY

The English language teaching aims to understand its importance and the value of this lingua franca, being the language instrument to give access to a globalized world. This article conveys new techniques of using technology in the EFL classroom. It provides some practical advice of implementing mini-digital stories into the classroom instruction. At the same time the focus is given to the understanding of cultural issues in intercultural settings.