

айырмашылықтарын хэм оларды анализ қылыў көнликпелерин раўажландырады. Жуўмақластырып айтатуғын болсақ, сабақ процесинде интерактив методлардан пайдаланыў сабаққа қойылған мақсетке ерисиўде үлкен әмийетке ийе. Себеби, жоқарыдағы

көрсетип өтилген интерактив методлардан пайдаланып оқыўшыларға тапсырмалар бериў арқалы олардың сабақ барысына актив қатнасын тәмийинлеўге, оқыўшылардың өз бетинше излениўине хэм сыпатлы билим алыўына ерисемиз.

Әдебиетлар

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РЕЗЮМЕ

Ушбу мақолада умумий ўрта таълим мактабларида Австралия қитъасини ўқитишда «Кластер», «Географик диктант» ва «Венн диаграммасы» методларидан фойдаланиб ўқитиш орқали ўқувчиларнинг мустақил ишлаш, солиштириш ва таҳлил этиш қобилиятларини ўстириш усуллари кўрсатиб ўтилган.

РЕЗЮМЕ

В статье показаны методы обучения учащихся общеобразовательных школ по теме «Материк Австралия» с помощью таких приёмов интерактивного метода как «Кластер», «Географический диктант» и «Диаграмма Венна» которые способствуют повышению знаний самостоятельно работать, анализировать и сравнивать

SUMMARY

The article is devoted to research the methods of teaching the continent Australia with the help of such techniques of the interactive method as "Cluster", "Geographical dictation" and "Venn diagram" that promote to improve pupils' skills like working individually, to analyze and compare.

INFORMATION TECHNOLOGIES IN ENGLISH CLASSES

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Tavanch so'zlar: axborot va kommunikatsiya texnologiyalari, motivatsiya, yondashuv, elektron darsliklar, qulay o'quv muhiti, madaniyatlararo muloqot.

Ключевые слова: информационно-коммуникационные технологии, мотивация, подход, электронный учебник, комфортная учебная среда, межкультурная коммуникация.

Key words: information and communication technologies, motivation, approach, electronic textbook, comfortable learning environment, intercultural communication.

We live in such times when the rapid development of information and communication technologies generates a number of radical changes in our lives, including in the educational process. The positions of the English language in the world as the leading means of international communication are associated primarily with the rapid development of high technologies, economics, and PR - technologies. This strengthens the motivation of students who wants to learn English as the main language of intergovernmental communication and scientific research. Currently, foreign languages, primarily the English language, are required solely functionally, for use in various areas of society as a means of real communication with people from other countries.

One of the main goals of foreign language lessons is the formation of communicative competence, i.e. abilities and readiness to carry out foreign language interpersonal and intercultural communication. According to modern scholars (Polat E.C.), in order to form communicative competence it is not enough to saturate the lesson with communicative exercises, it is important to give students the opportunity to think, solve any problems, talk about possible ways of solving these problems so that students focused on the content of their utterance, so that the focus was on thought, and the language appeared in its direct function - the formation and formulation of their thoughts [1:17].

The main idea of this approach is to teach foreign language shifting the focus from performing various types of exercises to the active thinking activities of students, which require possession of certain language tools for their design. The communicative approach is able to prepare the student for spontaneous communication in a foreign language.

In the methodology of teaching foreign languages, various means of developing communication skills are known, our experience is connected with the use of information technologies. However, the question arises: how to use the potential of information and communication technologies to develop students' foreign language communicative competence, how to introduce new technological means optimally and organically into the English language lesson, giving the lesson entertainment, emotional coloring and not breaking its logical structure?

In our work, we proceeded from the fact that in the case of using different variants of combining information technologies as a way to solve communicative tasks, we can

achieve optimization of the educational process, the result of which will be mastering students' skills in speaking, enhancing and stimulating their cognitive activity and improving the quality of academic performance.

We have looked through several types of lessons, the classification of which laid the principles:

- "from simple to complex": the gradual complication of the used elements of information and communication technologies;
- taking into account the age characteristics of children, the level of their language skills;
- individualization and differentiation of education.

The first type of class in a computer class is a regular lesson on a topic when a computer is used in demo mode. Computer presentations can be included in the lesson at all stages of working with educational material. For example, the lesson "Vacation of my dream" is aimed at consolidating and activating lexical material, which is accompanied by showing a presentation on different types of recreation, rules for constructing and using sentences with expressions of confidence and probability. The final stage of the lesson is a role-playing game in which the students must convince each other to choose one or another kind of rest, this task is also performed by the students with a slide. The advantages are obvious: visibility (animation and colorful design), reusable.

The second type is a lesson using electronic textbooks and computer programs. Electronic textbooks are used ("Professor Higgins"), CDs included in the "Way Ahead" teaching materials, as well as different computer-based gaming programs. Electronic textbooks allow you to independently study the lesson material, perform training exercises for its activation, and pass tests to identify the level of the learned material. Moreover, some electronic textbooks contain of multi-level tests, the student each time trying to cope with the tasks of a higher level. And the student is assessed in such cases not by a teacher, but by a computer. The teacher cares about creating favorable conditions for the development of students' individuality, for independent work, about developing self-esteem among students, about a comfortable learning environment.

Electronic textbooks and computer programs are productively used in the introduction, consolidation and revitalization of educational material. Electronic textbooks and computer programs are clearer and more attractive for stu-

dents than their textbooks. Their use increases the motivation and cognitive interest of students. Such a presentation of a new material contributes to a deeper and more effective its assimilation, awareness, develops memory, expands vocabulary and imagination.

As for the middle and upper levels of education, the "Professor Higgins" multimedia textbook, which includes two sections, "Grammar" and "Phonetics", is always the assistant. At the lessons students study with interest the phonetic features of the English language, read poems, tongue twisters, dialogues, write dictations behind the announcer. After listening to and speaking the dialogues out loud on a given topic, parsing new lexical units and speech clichés, the students are in pairs or groups make up such statements (dialogues and polylogs), having the opportunity to return to the electronic textbook, listen to the dialogues again, pay attention to the pronunciation of individual words and the intonational features of sentences. The students are given the opportunity to think independently, solve any problems, talk about possible ways to solve these problems.

The third type of lesson using ICT involves working on the Internet. The Internet is one of the best learning tools that can be included in the learning process.

However, there is one problem: as a teacher, to protect students from unnecessary, sometimes unreliable information. Having received the task to find the facts, biographies, photos on the Internet, the student embarks on a "journey" through the vast sea of information. And risks in this sea "drown". Therefore, before giving the task related to the search for information, its processing and design, I perform it myself. Then it is easier for me to objectively assess the laboriousness of the work and, importantly, find out the accuracy of the information on this topic. Sometimes I consider it necessary to indicate to students as a "reference" several checked sites, then it will be easier for them to navigate the information they have found on their own.

Using the Internet in class and at home, students can independently search for materials on the topics of classes and to prepare projects, prepare for exams and pass them. Teachers can find in the network all the necessary materials for preparing for lessons (reference material, exercises with different types of tasks, crosswords, puzzles, material for conducting quizzes, competitions, extracurricular activities on subjects). For foreign language teachers, the Internet is a source of authentic materials (texts in languages, audio recordings with speech of native speakers) [2:45].

The Internet provides an opportunity not only to study in a foreign language environment, but also to make virtual trips to the countries of studied language. During such "trips" students are forced to use a foreign language to achieve their goals. A virtual journey allows you to get more information yourself, to make an independent conclusion about any cultural monument, phenomenon and event. In addition, this form of work has a powerful motivating factor. The virtual journey game removes the feeling of fear of communicating with a native speaker, helps get used to authentic materials.

One of the favorite lessons of students on the topic of "Cultural Studies" is the "Travel to London". This lesson is a lesson of repetition and consolidation of cross-cultural material. The objectives of the lesson:

- replenishment of regional and cultural knowledge;
- development of reading skills, language guessing by context;
- generalization of the studied material;
- increasing motivation by means of the Internet;
- development of Internet skills.

I set tasks for myself and children: to learn how to use an electronic dictionary, a guide to London, reference information, fill out a questionnaire.

The lesson begins with instructions on how to work with an electronic dictionary, how to use the London guidebook, and unscramble an electronic map. Together

with me, the students made a virtual travel plan. During the lesson, each child visited a given site and independently traveled around the city, seeing the sights, reading small texts and inscriptions, finding evidence of knowledge gained from previous lessons, or supplementing regional geographic knowledge and lexical knowledge.

The students always work actively, with great interest, because the language level of the site and the sociocultural information presented on it correspond to the level of students' knowledge.

A fascinating task - independently browse the list of hotels in London, select the appropriate one by location, interior and cost, fill out a guest questionnaire. Instructions, compiled by me, help to cope with the task.

My traditional role is changing in such lessons. The teacher is no longer a teacher, but an assistant and consultant. The form of work may also be different. Students are encouraged to work both individually and in pairs and groups. At the final stage of the lesson, the students defend their route of visiting the capital of the United Kingdom, explaining why they chose certain places and attractions.

Students make messages using such communicative types of speech as description, message, as well as evaluative judgments. The volume of monologic statements –12-15 phrases.

The knowledge and skills gained in such a lesson are very durable. Students successfully apply them later in essays, reports, oral statements, presentations and project works.

I would also like to note this form of work with students via the Internet, such as distance learning or counseling, which I use in my daily work and in preparation for competitions and competitions.

Moreover, there are other opportunities on the Internet that have not been tested by me so far. It is participation in international projects, conferences, the creation of web quests. I think that such forms of work will be interesting for students, since they are aimed at developing skills and abilities to overcome the language barrier in communication, as well as understanding the need to follow the canons of politeness in the countries of the language being studied, showing respect for the traditions and lifestyle of representatives of another cultural community [3:69].

The fourth type is a lesson that is built on the combined use of information and communication technologies.

So, the lesson "At the Birthday" includes the use of the presentation and the electronic textbook "Professor Higgins". For a more visual introduction of new lexical units and grammatical material, the Power Point program is used to activate the vocabulary already learned. For the primary reinforcement of the grammar rule "Past Simple Tense", students are performed exercises on the formulation of correct verb forms using the "Professor Higgins" program.

Moreover, the use of information technology provides invaluable assistance in working with weak students, which are characterized by scattered attention, fatigue. In this case, again help out electronic reference notes and electronic textbooks. They are very convenient for multiple repetitions, provide an opportunity to stop anywhere, go back to any stage of the lesson, highlight the main thing. After all, the repetition of the past is one of the most effective ways to achieve the assimilation of knowledge [4].

The fifth type is a lesson with the integrated use of information and communication technologies. For example, students create multimedia projects in almost every section of the curriculum using electronic textbooks, computer programs and Internet resources. The main thing is correctly formulate the topic and problem. Such projects as "New Year in different countries", "Christmas in Great Britain", "My favorite actor", "Television: Pros and Cons" and many others.

In order to develop communicative competence, I use the project method at the stage of creative usage of language material. The project method makes it possible to transform the lessons of a foreign language into a debata-

ble, research club, in which problems that are really interesting, practically meaningful and accessible to students are solved taking into account the peculiarities of the country's culture and, if possible, based on intercultural interaction.

The proposed classification of lessons is not the only possible one. Attempting to show the activities of the teacher and students with specific examples does not yet complete the variety of forms, methods and techniques used in English lessons using information and communication technologies. Indeed, in the system of work of one teacher, many concepts and approaches to the organization of learning often merge together: the project method, intensive training, and the technology of full learning and etc. Therefore, all of the above confirms the idea of using different technologies and concepts and approaches to organize learning.

The introduction of information technology in the educational process is a requirement for a modern teacher who is called upon to do everything possible to modernize education and implement a social order. Using a personal computer is not a goal of learning, but a means for realizing the creative ideas of both the teacher and the students.

However, it should always be remembered that when using information and communication technologies one must be very careful so that behind the spectacle the essence of the material, its scientific nature, do not go to the background.

Of course, new technology will not be able to replace the teacher in the classroom, because only the teacher can properly organize the learning process, offer students work in different modes, determine the goal of the lesson to be achieved, guide students to achieve it and help them. Nothing can replace the pleasure and joy of communication between teachers and students. A computer is a tool, a means, an additional opportunity in the hands of the teacher to organize the learning process so that students are interested in the lesson, so that they actively take part in it, so that the goals and objectives set by the teacher when starting the lesson are achieved.

Applying the above-mentioned technologies and teaching methods in lessons, we are able to achieve a significant increase in students' motivation to learn English, the language becomes the subject of a high degree of attractiveness, we get a good knowledge of the material, a fairly high academic performance, adequately take part in competitions and various competitions. Participation in competitions at various levels, training in summer schools helps students to gain positive life experience, success, experienced in public, resulting from the stress of physical and mental strength of the individual.

Thus, computer technologies are becoming an integral part of educational process, which allows students to create something of their own, interesting, modern and get extremely interesting material and useful experience.

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РЕЗЮМЕ

Biz axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi, hayotimizda, jumladan, ta'lim jarayonida bir qator radikal o'zgarishlarni yuzaga keltiradigan davrda yashayapmiz. Ingliz tilining xalqaro aloqalarning yetakchi vositasi bo'lgan pozitsiyasi, avvalambor, yuqori texnologiyalar, iqtisodiyot va PR-texnologiyalarining jadal rivojlanishi bilan bog'liqdir. Maqolada shular haqida so'z boradi.

РЕЗЮМЕ

Стремительное развитие информационно-коммуникационных технологий порождает ряд радикальных изменений в нашей жизни, в том числе и в образовательном процессе. Позиции английского языка в мире как лидирующего средства международного общения связаны, прежде всего, со стремительным развитием высоких технологий, экономики, PR-технологий.

SUMMARY

The rapid development of information and communication technologies generates a number of radical changes in our lives, including in the educational process. The positions of the English language in the world as the leading means of international communication are associated primarily with the rapid development of high technologies, economics, and PR - technologies.

МАКТАБГАЧА ТАЪЛИМ МУАССАСАСИ ФАОЛИЯТИНИ ТАШКИЛ ЭТИШДА ТАРИХИЙ ТАЖРИБА ВА ЗАМОНАВИЙ МАДАНИЯТ УЙҒУНЛИГИ

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Ключевые слова: дошкольное образование, исторический опыт, современная культура, соответствие, инновационный подход.

Key words: preschool education, historical experience, contemporary culture, harmony, innovative approach.

Жамиятнинг хозирги таракқиёти инсон феолиятининг маънавий ва моддий соҳаларида катта ўзгаришлар қилишни тақозо этмоқда. Айниқса мактабгача таълим муассасаси феолиятини ташкил этишда тарихий тажриба ва замонавий маданият уйғунлигига эришиш долзарб муаммолардан бирига айланди. Мактабгача таълим муассасаси феолиятини ташкил этишда ўтмиш маънавий меросимиз материалларидан замон талабларига мослаб фойдаланиш таълим самарадорлигига эришишга олиб келади. Бу шахс омили, унинг ижтимоий-сиёсий феолияти ролининг аҳамияти ортиб бораётганлиги билан белгиланади. Зеро, шахс интеллектуал қобилиятини ривожлантирмай, уни маънавий-ахлоқий тарбияламай, шунингдек, имкониятларининг янги қирраларини тўла рўёбга чиқармай туриб ижтимоий таракқиётга эришиб бўлмайди. Жамият томонидан шахс имкониятларини рўёбга чиқариш учун зарур шарт-шароит яратилар экан, ўз навбатида шахс

қобилияти, имкониятлари ана шу жамиятнинг ҳам ижтимоий, ҳам иқтисодий, ҳам маданий жиҳатдан ривожланишига ўз хиссасини қўшади. Мавжуд шароитда мактабгача таълим муассасаси феолиятини ташкил этишда таълим тизимида 1) шахсга йўналтирилган мақсадли таълим (таълимий жараён шахснинг субъектив тажрибасига таянган ҳолда олиб борилади); 2) амалий-феолиятли (шахс таълимий феолиятининг феоли субъекти ҳисобланади); 3) таълимга инсонпарварлик-шахсий (педагогик муносабатларни инсонпарварлаштириш ва демократлаштириш, ижобий “Мен” концепциясини шакллантириш) каби ёндашувлар етакчи ўрин тутмоқда.

Мактабгача таълим тизимида ҳар бир шахснинг ҳар томонлама шаклланиши учун зарур педагогик шарт-шароитларни яратиш тақозо этилади. Бу ўринда миллий-маданий, тарихий анъаналар, урф-одатлар, қадриятларга асосланган таълим тизимининг ташкилий