

характер, чтобы сформировать творческую, свободную личность, приносящую пользу себе и обществу, подготовить молодое поколение к активному участию в социально-экономическом развитии. Анализ мирового опыта позволяет определить некоторые закономерности и тенденции развития системы

технологического образования. Изучение технологического образования школьников является одной из важных составляющих системы общего образования в развитых странах и осуществляется на всех этапах.

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РЕЗЮМЕ. Мактаб ўқувчиларининг техника фанига бўлган қизиқишини ошириш мамлакатимиз тараққиёти, ижтимоий-иқтисодий тараққиётига ҳисса қўшадиган зўр мутахассисларни тайёрлаш имконини бермоқда. Технология фани жамиятда алоҳида ўрин тутишини нафакат мактаб ўқувчилари, балки ҳар бир инсон англаб етса, мактаб ўқувчиларининг фанга қизиқиши ортади. Маколада мактабда технология фанини ўқитиш бўйича қатор ривожланган давлатлар, Норвегия, АҚШ, Буюк Британия, Хитой тажрибаси ўрганилди.

РЕЗЮМЕ. Повышение интереса школьников к предмету технологии позволяет подготовить отличных специалистов, которые будут способствовать развитию страны, социально-экономическому развитию. Когда не только школьники, но и каждый человек понимают, что предмет технология имеет особое место в обществе, интерес школьников к предмету возрастает. В статье изучен опыт ряда развитых стран, Норвегии, США, Великобритании, Китая по обучению предмету технология в школе.

SUMMARY. Increasing the interest of schoolchildren in the subject of technology makes it possible to prepare excellent specialists who will contribute to the development of the country, socio-economic development. When not only schoolchildren, but every person understands that the subject of technology has a special place in society, the interest of schoolchildren in the subject increases. The article studied the experience of a number of developed countries, Norway, the USA, Great Britain, China in teaching the subject of technology at school.

ADVANTAGES OF USING MUSIC AND SONGS IN ELT CLASSROOM

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Tayansh so‘zlar: qo'shiq va musiqadan foydalanish, yangi lug'atni yodlash, motivatsiya, ijobiy muhit, madaniy va tarixiy bilimlar, lingvistik bilimlar va boshqalar.

Ключевые слова: использование песен и музыку, запоминание новой лексики, мотивация, позитивная атмосфера, культурное и историческое знание, лингвистическое знание и т.д.

Key words: benefits of songs and music, to memorize vocabulary, motivation, positive atmosphere, cultural and historical knowledge, linguistic knowledge and etc.

The aim of this article is to show the importance of using music and songs in ELT classroom as it has impact on better vocabulary memorization. Everybody knows that music has always been a vast part in people's lives: it is ubiquitous, it surrounds us everywhere, and it is broadly accepted all around the world. Regardless of the extent to which the capacity and sensitivity to music are programmed in the human brain or are by-products of other authorities and tendencies in the culture of music, without a doubt it plays a fully central and fundamental role. It seems that the passion for music is deeply rooted in human nature. Sacks points out: "We the people, we are a species to a lesser extent in music or speaking" [8:12].

According to McDermott and Hauser [11:29], music may be found in every human culture. Namely, we can hear it almost everywhere: while listening to the radio, when watching television and on different family occasions, such as birthday parties, wedding ceremonies, in restaurants, shops, cars, and even in the streets.

The researchers define music as, on the one hand strange, but on the other hand, a marvellous phenomenon

since it has been for such a long time and still surrounds people. Murphey [6:7] names songs as 'adolescent motherese'. According to him, 'motherese' means the highly affective and musical language that adults use to communicate with infants. It is common knowledge that music can create a wide range of feelings.

Very often music is the main source of English outside the classroom. Thus, using it in the lesson seems to be a good idea. There can be distinguished affective and cognitive rationale for playing a song during a lesson.

As a matter of fact, affective reasons are connected with Krashen's "Affective Filter Hypothesis". In short, it gives an explanation why some learners learn and others do not. The crucial thing is that students need to develop a positive attitude towards learning [2: 46]. Krashen [5: 45] has it that: "for effective learning the affective filter is must be weak. A weak affective filter means that a positive attitude to learning is present." Hence teachers' task is to provide a positive atmosphere favourable for learning. In this aspect music and songs may be one of the methods for obtaining weak affective filter.

Eken [2:46] enumerates eight reasons for the use of songs in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Beyond question, songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of students. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons.

Songs also give a chance to develop automaticity which is the main cognitive reason for using songs in the classroom [9]. Automaticity is defined as “a component of language fluency which involves both knowing what to say and producing language rapidly without pauses”. To put it in other words, songs may help automatize the language improvement process. Essentially, the students should be placed in an environment in which it is possible to use the target language in a communicative way. As a matter of fact, the nature of songs is said to be quite repetitive, logical and persistent.

Some teachers might not be aware of possibilities of using songs in the classroom. They may feel that such activities are not appropriate for classes which often cause discipline problems. To add more, lecturers may think that using music may create chaos or students may be reluctant to sing. Stanislawczyk-Yavener [10: 60] are of the opinion that a song is an advantageous tool and a teacher should take advantage of it during linguistic practice. She also emphasizes the importance of the engagement learners get when listening to songs or creating own lyrics: “In the era when guitar players are ubiquitous, music must be an integral part of language study. It is a part of classroom activities from the start of the work in language, supplying additional language learning and cultural insights. At the advanced level, students become even more actively involved in music by creating songs”. Below I have tried to present rationale for using song activities based on my practice.

1. Motivation. Popular songs touch the lives of learners, and are connected with their various interests, almost all popular songs are related to the same topic of friendship, love, dream, sorrow, and the rest which are the common feelings of people. Since most young people nowadays are interested in a wide range of cultural forms outside classes, songs may be a really motivating and unique teaching tool. Experiencing with films, television, computer games and popular music seems to be highly motivating. Accordingly, more time and concentration to popular music in English foreign language classroom would increase learners' motivation as classroom tasks would reflect on their knowledge, their music and the vocabulary they already know from the songs [1].

2. Positive atmosphere is another important factor which makes a song valuable for an English lesson. It helps

teachers create real-life conditions for learning among students. According to Murphey [6:6] the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections. People usually identify songs with fun, which is why learning through songs is associated with an enjoyable atmosphere.

3. Cultural and historical knowledge. Listening to songs is an excellent way of learning about the culture of a specific country, as well as the language that is used inside the cultural community, as language is one of the branches of culture.

Griffiee [3:5] remarks that music is not universal and, therefore, music is a reflection of the time and place that produced it. there are many songs which are a culture capsule including within themselves a meaningful piece of social information. The songs of the 1940s reflect not only the accessible sound technology of their time, but also the hopes and fears of their period. The same phenomenon is for the songs of every decade. For that reason, playing a song into the classroom means bringing the culture of the song in with it. Another benefit is that songs may be used as a way of looking at a culture and contrasting it with other cultures. Moreover, pieces of music can be used to recapture historical times.

4. Linguistic knowledge. A further advantage of using songs in English classroom is that they include linguistic information, for instance vocabulary items, pronunciation or grammar. Thus, students acquire new knowledge very often with no intention of doing so. Also, for many teachers the didactic role of music would be the first to appreciate.

As Griffiee writes, there is a deep relationship between rhythm and speech a sensitivity to rhythm is a fundamental first step in language learning. When music and songs are used in the classroom then the students are exposed to the rhythms of the language. Besides, popular songs include a lot of examples of colloquial speech [3:4].

Not only do songs are appealing for the students, but also the teachers find them quite attractive. Imprimis, songs are short and self-contained recordings, texts, and films that are easy to use in a lesson. Furthermore, learning a foreign language through music can be seen as an informal method called *edutainment*. Edutainment software are all the applications that are used for example, in game-like activities or teaching or rely on visual materials. The principle of edutainment is to draw learners' attention, keep them emotionally involved and make them interested in the lesson [7:255]. Activities which are conducted with the use of the edutainment method are done in an enjoyable way and this is why teaching with the use of music is the combination of the words education and entertainment.

To sum up, each teacher is sure that songs and music are a valuable means to introduce to foreign language practice. Such sort of entertainment as music may be appropriate for students' learning process, subconscious, and fun. Not only do they make a lesson more interesting because of authentic language and breaking the routine, but they also develop learners' language skills in many fields. Without doubt music may bring certain benefits into the classroom.

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REZYUME. Ushbu maqolada ingliz tili darslarida musiqa, qo'shiq va she'rlardan foydalanishning ahamiyati muhokama qilinadi. Qo'shiq va she'rlar diqqatni, xotirani, badiiy va musiqiy didni rivojlantiruvchi samarali o'qitish vositalaridir. Ulardan foydalanish darslari jonli, hissiy, ijobiy muhitda bolalarning yuqori faolligi bilan o'tadi.

РЕЗЮМЕ. В данной статье рассматривается важность использования музыки, песен и стихотворений на уроках английского языка. Песни и стихотворения являются эффективными средствами обучения способствующих внимания, памяти, художественного и музыкального вкуса. Уроки с их применением проходят живо, эмоционально, при высокой активности детей в позитивной атмосфере.

SUMMARY. There are analyzed the importance of using music and songs in ELT classroom in this article. Music, songs and rhymes are effective teaching strategies which promote attention, memorization, artistic and musical taste. Such sort of entertainment may be appropriate for students' learning process, subconscious, and fun and creates a positive atmosphere.

БЎЛГУСИ ЁШ КАДРЛАРНИ ТАЙЁРЛАШДА ЖИСМОНИЙ ТАРБИЯНИНГ РОЛИ

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Таянч сўзлар: ўқувчиларни жисмоний тарбиялашнинг самарадорлиги, ёш мутахассисларни жисмоний тайёрлаш тизими, ўқувчи - ёшлар соғлигининг ҳозирги ҳолати, жисмоний тарбия ва спортнинг универсал имкониятлари, соғлом турмуш тарзи, ўқувчилар жисмоний тайёргарлигини мустаҳкамлашда педагогик ва ахборот технологияларининг ўрни ва аҳамияти.

Ключевые слова: эффективность физического воспитания студентов, система физического воспитания молодых специалистов, текущее состояние здоровья учащихся, универсальные возможности физического воспитания и спорта, здоровый образ жизни, Роль и значение педагогических и информационных технологий в укреплении физической культуры студентов.

Key words: the effectiveness of physical education of students, the system of physical education of young professionals, The current state of health of students, the universal possibilities of physical education and sport, a healthy lifestyle, the role and importance of pedagogical and information technologies in strengthening students' physical culture.

Ҳозирги даврда умумтаълим мактабларида ўқувчиларнинг жисмоний тайёргарлигини ривожлантиришнинг аҳолини ўрганиш муҳим вазибалардан саналади.

Ўқувчиларда жисмоний тайёргарликни ривожлантиришдан олдин унинг мазмуни нималардан ташкил этилиши билишимиз зарурдир. Мамлакатимизнинг гуллаб-яшнаши ёшларнинг жисмоний, ақлий, маънавий ва рухий баркамоллигига, уларнинг саломатлигига боғлиқдир. Жисмонан соғлом, бақувват, руҳан тетик, ақл-заковатли ёшлар билан мамлакатимизнинг истиқболли келажagini тасаввур қилиш мумкин.

Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида Президентимиз Ш. Мирзиёев 2019 йил 8 октябрда ПФ-5847-сонли Фармони эълон қилинди. Ушбу фармонда Ўзбекистон Республикасида олий таълимни тизимли ислоҳ қилишнинг устувор йўналишларини белгилаш, замонавий билим ва юксак маънавий-ахлоқий фазилатларга эга, мустақил фикрлайдиган юқори малакали кадрлар тайёрлаш жараёнини сифат жиҳатидан янги босқичга кўтариш, олий таълимни модернизация қилиш, илғор таълим технологияларига асосланган ҳолда ижтимоий соҳа ва иқтисодиёт тармоқларини ривожлантириш кўзда тутилган.

Концепцияда бир қатор замонавий технологияларни жорий этган ҳолда миллий электрон таълим ресурслари яратилишини жадаллаштириш, хорижий электрон таълим ресурсларини таржима қилиш ишларини ташкил этиш, таълим жараёнида электрон ресурслар салмоғини босқичма-босқич ошириб бориш, электрон ўқув адабиётлар яратиш, уларни мобил қурилмаларга юклаб олиш мақсадида кутубхоналарда QR-код ёрдамида электрон ресурслар ҳақидаги ахборотларни жойлаштириш тизимини яратиш. Шунингдек таълим йўналишлари ва мутахассисликларининг ўзига хослигидан келиб чиқиб, таълим жараёнида халқаро миқёсда кенг

қўлланиладиган замонавий дастурий маҳсулотлардан фойдаланишни ривожлантириш назарда тутилган.

Мамлакатимизда аҳоли жисмоний маданиятини ошириш борасида кўплаб амалий ишлар қилинмоқда ва бунга давлат масаласи сифатида қаралади. Бу борада Ўзбекистон Республикаси Президентининг 2017 йил 3 июнь ПҚ-3031-сон «Жисмоний тарбия ва оммавий спортни янада ривожлантириш чора-тадбирлари тўғрисида»ги қарори алоҳида аҳамиятга эга бўлиб, қарорда асосан жисмоний тарбия ва спорт тадбирларнинг йил давомида ўтказиладиган дастури ишлаб чиқилди. Дастурнинг 4-бандида умумий ўрта таълим мактаб ўқувчилари ўртасида ўтказиладиган жисмоний тарбия ва спорт тадбирлар режаси ҳам ишлаб чиқилди ва амалиётга жорий этилди.

Жисмоний тарбия ва спортга оид миллий ва умуминсоний қадриятларга асосланган хис-туйғуларни илмий ўрганиш ва кенг тарғиб қилишда олимларимиздан Р.Абдумаликов, Т.С.Усмонхўжаев, Р.С.Саломов, Ў.Ибрагимов., А.Атаев, Х.А.Мелиев, Ф.Ахмедов, Ш.Хонкелдиев, А.Абдуллаев., К.Махкамжонов., Х.Т.Рафиев, К.Д.Ярашев, Р.К.Қудратов, Т.Х.Холдоров, Ф.Хўжаев, К.Юсуповларнинг ишларини алоҳида таъкидлаш зарурдир. Миллий ва умуминсоний қадриятларни илмий ўрганиш ва тарғиб қилишда олимлардан академик Ж.Туленов, профессорлар М.Муродов, У.Қорабоев, И.Жабборов, Н.Бекмуродов, Т.Жавлиев, Ф.Ахмедов кабиларнинг ишларини алоҳида таъкидлаш ўринлидир.

Бугунги кунда бутун дунёда ахборот алмашишнинг қулай воситаси сифатида мобил технологиялар кенг қўлланилмоқда. Мобил технологиялар турмушимизнинг турли соҳалари, жумладан, ишлаб чиқаришда, саноатда, тиббиётда ва таълим жараёнида ўз ўрнини мукамал эгаллаб келмоқда.

Шу нуктаи назардан, олий ўқув юртларида мутахассисларни тайёрлаш жараёнини такомиллаштиришга ва уларнинг касбий тайёргарлигига қўйилган давлат таълим стандартлари