

- mazkur jarayonda fanlararo aloqadorlikni ta'minlash;
- talabalar tomonidan o'zlashtirilgan nazariy-pedagogik bilimlarning amaliyotga tadbiiq etishga imkon beruvchi shart-sharoitlarni yaratish [5].

Kreativ pedagogikaning tarkibiy tuzilmasi va asosiy kategoriyalari. Har qanday fan singari "Kreativ pedagogika" fani ham o'zining tarkibiy tuzilmasiga ega. Ushbu fan quyidagi tarkibiy tuzilmaga ega:

- kreativ ta'lim asoslari: maqsadi, vazifalari, obyekti, predmeti, subyektlari, mazmuni, metodologiyasi, shakllari, metodlari, vositalari, metodikasi va texnologiyalari;

- malakali karlarni tayyorlash va ular tomonidan kasbiy faoliyatni tashkil etish jarayonida yosh xususiyatlarini inobatga olgan holda kreativ shaxsni shakllantirish bosqichlari.

Kreativ pedagogikaning umumiy mohiyati uning konseptual holatlarini ifodalovchi bir qator tushunchalar asosida ochib beriladi. Ular quyidagilardan iborat:

Ijodkorlik – muayyan yangilikning ahamiyati va foydali ekanligini belgilovchi shaxs faoliyati va uning natijasi. Ijodkor shaxs – ijodiy jarayonni muvaffaqiyatli amalga oshira oladigan hamda aniq ijodiy natija (mahsulot)larga ega shaxs. Kreativ shaxs – jarayon yoki natija sifatida ijodkorlikni namoyon etuvchi, masalalarni yechishga nostandart usullar bilan yondasha olishga moyil, o'ziga xos harakatlarni tashkil etish, yangiliklarni ilgari surishga, ijodiy mahsulotlarni yaratishga layoqatli va tayyor shaxs. Bunyodkor shaxs – ham jarayon, ham natija sifatida obyektiv ijodkorlikni amalga oshiradigan va talablar darajasida ijodiy mahsulotlarini yarata oladigan shaxs. Kasbiy-ijodiy faoliyat – mutaxassisning kasbiy masalalarni ijodiy hal qilish muvaffaqiyatini tavsiflovchi faoliyati, innovatsion xatti-harakati

Ijodiy topshiriqlar – muammoli vaziyatlarni tizimli tahlil asosida hal qilishga yo'naltirilgan masalalar tizimi.

Kasbiy-ijodiy imkoniyat

➤ kasbiy kompetensiya, malakaga egalik;

➤ kasbiy ijod metodologiyasi asoslarini o'zlashtirganlik;

➤ ijodiy tafakkurning shakllanganlik darajasi;

➤ kasbiy-ijodiy layoqat va shaxsiy sifatlarning rivojlanganligi.

Kasbiy ijodkorlik metodologiyasi – ijodkorlikning jarayon va natija sifatida obyektlar hamda muayyan kasbiy faoliyat turlariga munosabat ko'rinishidagi tuzilishi, mantiqiy tashkil etilishi, metod va vositalari haqidagi ta'limot. Ijodiy tafakkur – tafakkurning ijod jarayonini tashkil etish va ijod natijalari (mahsullari)ni bashoratlashni ifodalovchi turi.

Kreativ qobiliyat – shaxsning ijodiy faoliyatni tashkil etish va uning natijalanganligiga erishishni ta'minlash imkoniyatini belgilovchi individual xususiyati.

Ijodiy qobiliyat – ijodiy faoliyatni muvaffaqiyatli amalga oshirish va uning natijalanganligini baholashda namoyon bo'ladigan individual xususiyati O'zini o'zi ijodiy faollashtirish – shaxsning ijodiy faoliyatda o'z imkoniyatlarini to'laonli namoyon qilishi va rivojlantirishi. Pedagoglarning kasbiy-ijodiy imkoniyati kasbiy masalalarni ijobiy hal qilish va ularning yechimini tegishli darajada baholashda ko'rinadi.

Xulosa: yuqoridagilardan kelib chiqib, xulosa qilish mumkinki, talabalarining pedagogik ehtiyojlari, qiziqishlari, alohida ahamiyatga ega bo'lgan yo'nalishlarini tizimli tarzda o'rganish lozim. Shuningdek, talabalarining kreativ qiziqishlari va ehtiyojlarini qondirishga xizmat qiladigan g'oyalar, konsepsiyalar hamda ilg'or pedagogik tajribalar asosida o'qitish jarayonini tashkil etish kreativlikni rivojlantirishga nisbatan mazmunlifaoliyatli yondashuvni shakllantirishga xizmat qiladi. Talabalarining kreativlik ko'nikmalarini rivojlantirish asosida ulardagi ixtisoslashgan ya'ni pedagogik kreativlik kompetentligini rivojlantirishga alohida e'tibor qaratish, bunda zamonaviy axborotkommunikatsiya texnologiyalari, innovatsion strategiyalar, interfaol ta'lim metodlari va texnologiyalaridan keng foydalanish maqsadga muvofiq.

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REZYUME. Ushbu ilmiy maqolada bo'lajak o'qituvchilarda kreativlik sifatlarini rivojlantirish imkoniyatlari va tarkibiy qismlari haqida batafsil bayon etilgan. Shu bilan birga bo'lajak o'qituvchilarda kreativlik sifatlarini rivojlantirish bosqichlari, omillari ham yoritilgan.

РЕЗЮМЕ. В этой статье подробно описаны возможности и составляющие развития творческих качеств у будущих преподавателей. В то же время были освещены этапы и факторы развития творческих способностей будущих учителей.

SUMMARY. This scientific article describes in detail the possibilities and components of the developing of creative qualities in future teachers. At the same time, the stages and factors of the developing of the creative abilities of future teachers were highlighted.

AUTHENTIC VIDEO MATERIALS FOR DEVELOPING LEARNERS' COMMUNICATIVE COMPETENCE

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Tayanch so'zlar: pedagogika, til, ma'lumot, motivatsiya, material, o'qitish, yondashuv, daraja, lugat.

Ключевые слова: педагогика, язык, информация, мотивация, материал, обучение, подход, уровень, словарь.

Key words: pedagogy, language, information, motivation, materials, teaching, approach, level, vocabulary.

It is widely acknowledged that language provides the means to express any thought through the utilization of a plethora of linguistic tools. The teaching of foreign languages represents a fundamental element of the curriculum in both academic and educational contexts. A variety of pedagogical approaches are employed in the instruction of English, with the utilization of video materials being a particularly prevalent strategy.

The communicative approach has been instrumental in the introduction of the concept of 'authenticity' into foreign language teaching methodology. This is with the objective

of optimizing the learning process and facilitating natural communication. Pedagogy has undergone a significant evolution in its pursuit of effective foreign language teaching methods, drawing upon insights from a range of disciplines, including technology, logic, semiotics and psychology. Authentic materials play a crucial role in language learning by providing learners with real-world language input and cultural context. They offer learners exposure to authentic language use, including natural vocabulary, idiomatic expressions, and cultural nuances, which helps improve comprehension and fluency [1:171].

The use of video in the context of foreign language teaching allows for the consideration of a multitude of sociolinguistic factors, which are represented by visual information and largely determine the nature of speech utterances of communicators. Such factors include, but are not limited to, the social status of the communicators, the nature of their relationships, the spatial and temporal conditions of communication, and so forth.

For this reason, the use of authentic audiovisual forms of teaching represents a new milestone in the history of pedagogy, combining visual and auditory perceptual components in a single, unified approach.

By video material we mean any video production recorded on an electronic medium (or reproduced via the Internet), any video production combining visual and audio sequences, characterized by situational adequacy of linguistic means, naturalness of lexical content and grammatical forms.

There is a huge amount of video materials that can be watched and used in English classes. They can be advertising clips, interviews with famous people, cartoons, plots of world films, fragments of news and television programs. In the scientific and methodological literature there is no strict classification of video materials. However, if we take the technical side as a criterion, we can distinguish the following types:

1. Video recordings, (i.e. material recorded on an information medium);
2. Material that is broadcast directly.

Educational videos are a special type of English learning material. They consist of small episodes and have additional didactic material. According to B.Tomalin, there are two types of educational videos:

1. Direct teaching of the language;
2. Additional source for language teaching.

The first type of teaching material (direct teaching) is characterized by teaching "directly from the screen", where the presenter, playing the role of a teacher, demonstrates sample structures. The teacher's role in this case is to improve the learner's skills and abilities with the help of the teacher's book and other resources.

Videos of the second type (additional source for teaching) contain more cognitive information, showing how the language is used at different levels. They are usually presented in unrelated episodes, taking into account the level of difficulty and language functions [2:63].

Authentic videos offer a greater variety of language and speech samples, including various linguistic differentiations such as regional accents, common and technical vocabulary, and idioms. And they are used in a real context, just as native speakers use them. They provide wide opportunity to master the culture of the foreign language. At the same time, these videos are primarily aimed at learners with a good language background and are not suitable for beginners. For this category of learners, these videos present significant difficulties related to the speed of speech, its individual typological features, dialect peculiarities, background noise, etc.

The methodological features of authentic video materials vary according to the criterion of genre and thematic orientation. In consideration of the aforementioned characteristics, the materials in question can be classified into three distinct categories:

1. Entertainment programs (dramas of all kinds, shows, 'music' videos, sports and entertainment programs, etc.);
2. Fact-based programs (documentary video, television discussions, etc.);
3. "Short programs" lasting from 10 seconds to 10-15 minutes (news, weather forecast, sports results competitions, advertisements, etc.) [3:71-75].

The presentation of video material belonging to any of the aforementioned categories is of considerable value in

the process of teaching foreign languages. The viewing of such videos facilitates the process of auditory-visual synthesis, which entails the simultaneous broadcasting of sound and image. This, in turn, contributes to the development of skills and abilities pertaining to listening comprehension (listening) and stimulates oral and verbal communication among students, which takes the form of expressing one's own opinion, attitude, searching for arguments, and evidence. Empirical evidence suggests that students demonstrate superior information retention when the information is presented in a multimodal format as opposed to a unimodal format.

In order to provide a concise overview of the material presented above, it is necessary to identify six distinct groups of video materials.

The criteria of the first group are the channel through which information is received or perceived:

- 1) Authentic video materials (visual perception information): table, graph, diagram, map, letter, printed text;
- 2) Authentic audio materials (auditory information): audio recordings of poems, stories, songs, fairy tales, rhymes, dialogues, excursions, etc., radio broadcasts, audio tracks etc.;

- 3) Authentic audio-video materials (visual and auditory perception): videotapes or other digital media with recordings of television programs and video materials, films, [4:150].

The criteria of the second group are the type of video material:

- 1) Authentic (video materials created by native speakers and non-native speakers) intended for educational purposes);
- 2) Educational (artificially created video materials for solving certain educational tasks);

The criteria of the third group are the nature of the information:

- 1) Functional materials (everyday use): indexes, diagrams, maps, labels, price tags, programs, posters, instructions, announcements, advertisements, inscriptions, signs (i.e. everything that carries functional information - advertises, explains, instructs, warns);
- 2) Informative materials: abstracts, syllabuses, recorded foreign language lectures, reports, messages, interviews, tests, diagrams, comments, announcements, surveys;
- 3) Anthroponomical materials (sources of historical information): newspapers, books, visual aids, films, etc. d. [4:150].

The criteria of the fourth group are the presentation:

- 1) Authentic materials presented using technical teaching tools: video materials (TV shows, programs, computer programs, overhead projectors with diagrams, maps, slides, Internet resources, etc.);
- 2) Other materials presented without the use of technical training tools;

The criteria of the fifth group are the purpose of use in the teaching process:

- 1) Materials intended for teaching communication (mainly these are official and informal dialogues): interviews, surveys, telephone conversations, etc.;
- 2) Materials designed to create background knowledge (sociocultural, linguistic and cultural studies): video materials, newspaper texts, maps, etc.;

The criteria of the sixth group are the role in the training process:

- 1) Basic materials that can form the core of the educational topics, such as texts;
- 2) Additional materials: diagrams, graphs, statistics tables, etc.;

3) Related materials that do not require Educational and Methodological Complex and used as applied: audio tracks, texts, newspapers, magazines [4:151].

Video can be a good stimulus for both oral and written statement. Students may be offered the following types of tasks: writing an imaginary biography of one of the characters video episode; presentation of a video episode in the

form of a letter to a friend; compilation sportswriter based on watching news broadcasts and filling out tables and others.

Working with authentic video material is always very a productive and interesting type of work for students, since it involves creative notes are involved, which increases motivation to work in the lesson.

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 5. Jordan R.R. English for Academic Purposes: A guide and resource for teachers. Cambridge. 1997.-P. 424.
- REZYUME.** Ushbu maqolada o'quvchilarning kommunikativ kompetensiyasi, o'ziga xos xususiyatlari tizimli va keng qamrovli tarzda yoritilgan. Kommunikativ kompetensiya va chet tilidagi muloqotni autentik materiallar orqali muloqotni muvaffaqiyatli olib borish va rivojlantirishga bog'liq fikr va takliflar keltirilgan.
- РЕЗЮМЕ.** В данной статье освещена коммуникативная компетентность учеников, направленная на совершенствование и развитие, её особенности. Представлены идеи и предложения, связанные с успешным проведением и развитием коммуникативной компетентности и общения на иностранном языке.
- SUMMARY.** In this article, the communicative competence of pupils aimed at improvement and development, its specific features, is described in a systematic and comprehensive way. Ideas and suggestions related to the successful communication are presented for developing the communicative competence in a foreign language.

БЎЛАЖАК ЎҚИТУВЧИЛАРНИНГ ПЕДАГОГИК ФАОЛИЯТИДА КАСБИЙ-ПЕДАГОГИК ХАМКОРЛИККА ТАЙЁРЛАШНИНГ НАЗАРИЙ АСОСЛАРИ

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Таянч сўзлар: фаолият, ҳамкорлик, таълим, метод, қобилият, лаёқат.

Ключевые слова: деятельность, сотрудничество, образование, метод, способности, склонности.

Key words: activity, cooperation, education, method, capabilities, inclinations.

Бўлажак ўқитувчилар педагогик фаолиятида касбий-педагогик ҳамкорликка тайёрлаш тизимининг бой миллий маданий ва тарихий анъаналар, урф-одатлар ҳамда умумбашарий қадриятларга асосланган самарали ташкилий-педагогик механизмларини ишлаб чиқиш, ҳамда миллий таълимида ҳамкорлик тамойилларининг устуворлигини таъминлашга қаратилган илмий тадқиқотлар олиб борилмоқда. Албатта, педагогик иш ижтимоий фаолиятнинг алоҳида соҳасидир. Бу ерда билим, малака, касбий маҳоратдан ташқари, ахлоқий меъёрларга риоя қилиш натижасида шаклландиган ўқитувчининг обрў-эътибори ҳам катта рол ўйнайди. Чунки ўқитувчи бошқа мутахассислардан фарқи равишда тирик, онгли, факт ва ҳодисаларга ўзига хос индивидуал муносабатда бўлган одамлар билан ишлайди.

Ўқитувчининг ўқувчилар, ҳамкасблари, ота-оналари орасида обрў-эътибори юқори бўлса, унинг педагогик фаолияти муваффақиятли кечади, дейиш мумкин. Ўқитувчининг обрў-эътибори унинг маънавий ҳолатидир. Таъсир – бу ижтимоий жараёнларнинг бориши таърибасида шахс томонидан қўлга киритилган ахлоқий кадр-қимматга асосланган бошқаларга таъсир қилиш кучи. Педагогик обрў-эътибор ўқитувчининг маънавий-ахлоқий ва психологик-педагогик тайёргарлигига жуда боғлиқ. Унинг даражаси ўқитувчининг билим чуқурлиги, билимдонлиги, маҳорати, ишга ва ҳамкасбларига муносабати, умумий тайёргарлиги, ижтимоий фаолият, ота-оналар билан ишлаш усули, уйда ўзини тутиш ва бошқалар томонидан белгиланади.

Ўқитувчи нуфузи пасайиб, уларга бўлган ишонч пасайиб бораётгани ҳақида аввалги мақолаларимизда тилга олинган муаммолар ҳақида фикр билдирган донишмандлар ва халқ келажагини ўйлайдиган инсонлар шахсининг камол топиши ва шаклланиши бевосита ўқитувчиларнинг ваколатлари билан боғлиқ. Бинобарин, ҳар бир инсон ўқитувчининг жамият тараққиётидаги ўрнини қандай бўлса, шундай қабул қилиши ва унинг обрў-эътиборининг пасайиб бораётган

сабаблари ва уларни бартараф этиш йўллари ҳақида ўйлаши, бу муаммоларни бартараф этишга ҳаракат қилиши керак, деб ҳисоблаймиз.

Кўп йиллар давомида ўқитиш тушунчалари хотирага қаратилган бўлиб, ўқитувчилар бу вазифани педагогик усуллар билан ҳал қилдилар. Билимларни янги авлодга ўтказиш учун мавҳумликдан конкретликка ўтиш йўлидан фойдаланилди. Ҳозирги замонда билимларни ўзлаштиришда конкретдан мавҳумга ўтиш усулига устунлик берилади. Биринчи усул сезгилар орқали идрок этилган билимларни, иккинчи йўл эса тафаккур ва тасаввур филтридан ўтгандан кейин идрок этилган билимларни сақлаб қолиш учун мўлжалланган. Биринчи йўл қўлланилганда ўқувчи фақат билим олади, иккинчи йўл қўлланилганда ўқувчида билимдан фойдаланиш – масалани таҳлил қилиш ва синтез қилиш, вазиятдан чиқиш йўлини топиш, бошқача қилиб айтганда, ҳал қилиш қобилияти пайдо бўлади. Бунинг сабаби, иккинчи усулни ўқув жараёнида қўллашда ўқувчиларнинг ақлий операциялари ривожланади. Кўриб турганингиздек, замонавий тренинг тушунчалари психология ютуқларига таянади. Масаланинг бундай қўйилиши ҳар бир ўқитувчидан ўқувчидан ўзаро ҳамкорлик тизимининг шаклланиши ва ривожланиши механизмларини билишини тақозо этади.

Таълим жараёни замонавий даврда монологик маданиятни диалогик маданият билан алмаштириб, янги мазмун касб этди. Демак, мазкур бобда нафақат бўлажак ўқитувчининг педагогик фаолиятида касбий-педагогик ҳамкорликка тайёрлаш тизими балки бу жараёнда ўқитувчи-шогирд муносабатлари янги босқичга кўтариш муаммолари педагогика фани контекстида қизғин муҳокама қилинади. Шу маънода тадқиқот мавзусига шу йўналишдан ёндашиб, таълимнинг асосий вазифалари, умумий ва махсус мақсад ва вазифаларини илмий тушунтириб беришга ҳаракат қилинади.

Олий таълимни ислоҳ қилиш ва ривожлантиришнинг миссияси ва вазифаларига