

The main characteristics of the module:

- independence – the module as a structural unit, has a private content of education that differs from others;
- limited time to implement the goals and objectives of the module;
- dynamism – the ability to quickly change the component of the module in accordance with the goals and objectives of independent education;
- components of the module – differentiation and integration of structural components, their implementation of a kind of practical task;
- interdependence and interrelation of the module components: each of which is interconnected by location in the module structure;
- the effectiveness of studying independent educational material due to its relatively smaller volume;
- the ability to assess the learner's cognitive activity;

- integrity, the need to use a set of structural components that reflect the functions of the module;
- the module can be presented in any form: printed, audio recordings, computer programs, etc.

The technology of creating a modular independent education material is based on the gradual inclusion of all components of the material.

The material of independent education developed on the basis of a modular system differs from the traditional educational material, first of all, by the presence of didactic and methodological components indicating the management of the educational process and teaching of methodological methods and effective forms of independent cognition.

Thus, the modulated material for independent education is considered as an important factor in the control and correction of the student's independent education.

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- REZYUME.** Maqolada talabalarining mustaqil ta'limi uchun modulli materiallarni ishlab chiqish muhokama qilinadi. Talabalarining mustaqil ishlarini bajarishda o'qituvchining uslubiy funktsiyasiga katta e'tibor beriladi.
- РЕЗЮМЕ.** В статье рассматривается разработка модульных материалов для самостоятельного обучения студентов. Большое внимание уделяется методической функции преподавателя при выполнении самостоятельной работы студентов.
- SUMMARY.** This article discusses the development of module materials for independent education of students. Much attention is paid to the methodical function of the teacher when performing independent work of students.

CONTENT AND FORMS OF TEACHING GERMAN IN KARAKALPAK GROUPS OF ACADEMIC LYCEUMS

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Tayanch so'zlar: akademik litseylar, ta'lim tizimi, dasturlarni ishlab chiqish, kommunikativ metodlar.

Ключевые слова: академические лицеи, система обучения, разработка программ, коммуникативные методы.

Key words: academic lyceums, teaching system, development of programs, communicative methods.

A foreign language is part of the basic cycle of humanitarian disciplines studied at many levels of education, including at the stage of academic lyceums. This means that future specialists of various profiles study foreign languages. Professional training not only in the linguistic field, but also in various fields: military, medical, legal, economic, engineering, construction, involves mastering universal general cultural competencies, including the ability to participate in communication in a foreign language. N.D.Galskova notes the increased "demand for the mass character of foreign language and intercultural competencies, which has forced methodologists to constantly search for new methodological approaches and technological solutions" [1:13].

The content and form of teaching a foreign language are important components of the foreign language teaching system. "The teaching system is a complete set of components corresponding to a certain methodological concept; it determines the goals, content, principles, methods, techniques, methods, means, forms of organizing teaching and is in turn conditioned by them" [2:40].

The content ensures the goals of teaching and represents a multi-aspect, multi-level education. As L.P. Vladimirova notes, "the content of teaching foreign languages as a methodological category answers the question "What to teach?" [3:110]. I.L. Bim also offers a general interpretation of the concept of teaching content: "what to teach students, on what basis to educate them, carry out their education and

development" [4:58].

The selection of the content and forms of foreign language training is a pressing issue in the development of programs, subject plans, and the compilation of educational and methodological complexes in a foreign language. Due to the specificity of the discipline "foreign language", there is always a problem of choosing what and how it is appropriate to study in the course of study. As a rule, the professionally oriented focus of foreign language training in academic lyceums sets the vector of training. However, the choice of specific components of the content of foreign language training remains a controversial issue. As T.S.Serova rightly notes, "the following problematic questions arise: on the basis of what technologies, integration at what level, on the basis of the content of what disciplines is it possible to form a professional categorical-conceptual apparatus" of specialists in "a certain specific field of activity" [5:74].

The content of training also depends on the goals of training, i.e. social order (connection of training with life), the level of development of methodology, development of training tools, and level of training of teaching staff. In addition, it is influenced by the material base, training conditions, understanding of the specifics of a foreign language as a subject, the degree of its assimilation.

The problem is complicated by the fact that no balance has been found between traditional methods (of a grammar-translation nature) and communicative methods (developing foreign language speech skills). One extreme is

teaching only the linguistic component. In this case, the student receives a set of rules of the German language, a lot of disparate information from morphology and grammar, memorized, thematically unrelated vocabulary. It is unlikely that such knowledge, even if rated as "excellent", can be useful in life. It is ballast and will be forgotten after some time. On the other hand, teaching only colloquial speech does little to promote mastery of the professional language. The ability to conduct small talk, ask the interlocutor about immediate plans, etc. is not an indicator of the professional qualities of a specialist. Without knowledge of the relevant subject vocabulary, grammatical constructions in which this vocabulary is used in professional communication situations, without the ability to work with a dictionary, search, analyze and use the information received, a specialist will not be able to adequately present him in a foreign language environment. In this regard, it is necessary to take into account the degree of application of knowledge of oral or written foreign language speech in real situations of a professional nature. In each field of activity, this ratio will be different.

Language knowledge in the communication process can be applied not in general, without regard to anything, but in connection with a specific communication situation that reveals where and in what conditions, under what circumstances communication occurs. The specificity of one type of activity will require the development of oral speech skills and abilities, in another type, work on printed text information will dominate.

It can be assumed that oral speech skills will find greater application, for example, in investigative practice, when solving issues of passport and visa control, etc. The ability to work with documents, written speech skills will be in demand by customs, tax services or structures with similar tasks. Obviously, a more thoughtful approach to thematic planning of a foreign language course will increase students' motivation to study it. A possible objection to this thesis would be the degree to which a foreign language teacher is informed about the specifics of a particular profession and his/her knowledge of the relevant narrow professional vocabulary, as well as the availability of the required teaching materials in sufficient quantities. Of course, it would be ideal to take into account the needs of students. In this case, we can talk about professional intercultural competence, and a two-sided one at that. On the one hand, a student learns the specifics of professional communication in a foreign language environment. On the other hand, a teacher deepens or obtains missing knowledge about the specifics of his/her students' activities. An important role in this case is given to establishing interdisciplinary connections in terms of both enriching the terminological component and understanding the way a student thinks. A dialogue (interaction) of the cultures of the teacher and the student takes place. Since the current situation is currently not fully feasible under standard conditions of teaching a foreign language at a lyceum, we can only offer an approximate solution to the existing problem.

A course in professional German for Karakalpak groups should be based on existing linguistic and regional knowledge (the history of Germany, geographical location, and culture). Depending on the scope of the curriculum, a course in professional German can last from one to two semesters or be an optional subject, for example, in senior years. The students' preparedness will also influence the planned results, i.e. the level of communicative competence. In this regard, changes in the volume and subject matter of the lexical material, the depth of study of the necessary grammatical structures, as well as correction of the complexity, volume and number of texts selected for training are possible.

The educational objectives of the course "Professional German (in Karakalpak groups)" are:

— linguistic: study of professional vocabulary of oral speech; turns of bookish and written orientation; grammatical phenomena characteristic of professional language (Passive, complex sentences, infinitive constructions, constructions "modal verb + Infinitiv" with the subject man, construction "sein + zu + Infinitiv", verb sich lassen + Infinitiv);

— regional studies: familiarization with samples of real legal documents in German (authentic texts — incident reports, texts of applications, questionnaires, contracts, advertisements, etc.);

— communicative: teaching how to describe a person's appearance and character, presenting information orally, professional conversation.

The objectives of the course are to develop subject (knowledge and skills), methodological (ability to work with various sources of information) and social (ability to establish and maintain contacts with representatives of other professions in a foreign language environment) competencies. The above-mentioned types of competence form the basis of activity-based competence, which involves the use of specialized knowledge and skills in communication situations in a foreign cultural environment and is carried out on the basis of comparing and evaluating the system of concepts in one's own and foreign language culture. Thus, we are talking about development of professional intercultural competence.

Active and effective command of a professional language implies not just teaching a foreign language, even when using the relevant terminology in the learning process, but teaching foreign language speech for specific purposes. In our opinion, the specifics of the course and the professional interests of students could be reflected in the topics below.

1. Usbekische Sitten und Bräuche. (Speaking: dialogic speech. Writing.)
2. Deutsche Brauche. Wetter. Klima. (Speaking: dialogic speech. Writing.)
3. Umweltschutz. Tier und Pflanzenwelt. (Speaking: dialogic speech. Writing.)
4. Inlandstourismus in den Ferien. Touristische Reiseverkehr. (Reading. Speaking: monologue speech.)
5. Bildungssystem in Usbekistan. Staatliche und private Bildungsinstitutionen. Listening. Reading. Writing.)
6. Schreib und Sprechfertigkeiten. SMS, formelle und informelle Briefe. (Reading. Speaking: dialogic and monologue speech. Writing.)

In terms of types of speech activity, such topics fully comply with the requirements of current foreign language programs for academic lyceums. The types of tasks for the development of speech skills are also related to this. For example, when teaching monologue speech, the following tasks are recommended: summarize / annotate the relevant text, using a diagram and (or) supports; tell about the Bildungssystem in Usbekistan, comment on the provision (article) in a legal document (formelle und informelle Briefe).

For greater effectiveness of teaching dialogic speech, it is advisable to develop role-playing games. In this case, their participants are defined (for example, on cards) goals, manner of behavior and speaking during the game, depending on the role, the necessary lexical material and comments on it are provided.

Teaching writing within the framework of this course is based on knowledge of the thesaurus, especially its terminological part, as well as the structural design of the translated text. The teacher can monitor knowledge through direct and reverse translation or with the help of tasks, for example, of this type: write out terms and key concepts,

develop a vocabulary field on the topic, provide a definition of the concept, etc.

The thesaurus is developed in accordance with the proposed topic and can include different types of lexical units of different stylistic coloring: single words (nouns, adjectives, verbs, adverbs), phrases, abbreviations. For example: *Interesting words, t; the Entziehung of the Vertretungsmacht; betrauen; Betaubungsmittelrecht, n; Schwarzhandel, m; Kronzeuge, m; the Abweichung vom Vertrag; Amtsgericht, n; Ef. = Erbfolge; rechtsmaBig; SchG = Schoffengericht, n; Vn. = Vorname; fahrlässig handeln.*

It is impossible to develop professional intercultural competence without using foreign-language authentic and synthetic texts. Let us give an example of one of them. *On Sunday, 21.04, at 06.00, we chose to take an unspoken lesson 6 times a week at the Babylon discotheque, Wanner Strasse 110, in Gelsenkirchen.*

The following forms of classes are offered for mastering the course:

— classroom group classes under the guidance of a teacher, including taking into account individual characteristics and professional needs,

— mandatory independent work of the student on the assignment of the teacher, performed outside of class time (for example, scientific and creative tasks to search for materials to assess a specific legal situation, prepare a report on a problem of jurisprudence),

— individual independent work of the student under the guidance of a teacher (for example, preparing a report on a proposed topic),

— various individual consultations (for example, on problems of mastering standard pronunciation, the use of

grammatical phenomena characteristic of the language of law).

We believe that all of the above will be able to intensify the search for acceptable solutions in teaching German to Karakalpak groups. This is a social order and motivation for learning a language, the material base, the direct content of the curriculum, the level of training of teaching staff, and the level of knowledge of students.

Conclusion. As our German language learners need to increase their skills, we are doing our best to create and design materials and tasks that will help learners focus their attention on key vocabulary, reading, writing and speaking, require learners to retrieve the forms and meanings of the new words, and identify and develop a personalized inventory of strategies for learning. Our ultimate goal is to help our students be active learners after they leave our classrooms. Didactic requirements related to the creation of new generation educational literature should include and take into account the basic principles of the educational process (the principle of self-activation and spontaneity, the principle of interaction and communication, the principle of relevance and completeness), didactic values and principles (the principle of age appropriateness, the principle of systematization and gradualness, the principle of obviousness, the principle of rationality, the principle of individualism), educational processes at different stages of development (analysis and synthesis, concretization and generalization, induction and deduction, systematization and classification), values and principles of teaching (mandatory interdependence of teaching and education, observation, the principle of active learning), they also include compliance with the periodization of the lesson (introduction, implementation, confirmation of knowledge, practice, repetition and assessment).

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REZYUME. Akademik litseylarning qoraqalpoq guruhlariga o'quvchilariga nemis tilini o'qitish mazmuni turli obyektiv va subyektiv omillar bilan belgilanadi. Maqolada hozirgi kunda litseylarda chet tillarini o'qitishda qo'llanilayotgan metodlar taqqoslangan. Ushbu maqolada O'zbekiston Respublikasi akademik litseylarida o'quvchilarga chet tilini o'qitish va o'rgatish masalalari ko'rib chiqilgan. Muallif kurs mavzusini taklif qiladi, topshiriqlarning mumkin bo'lgan turlari va mashg'ulotlarni o'tkazish shakllarini ko'rib chiqadi.

РЕЗЮМЕ. Содержание преподавания немецкого языка учащимся каракалпакских групп академических лицеев определяется различными объективными и субъективными факторами. В статье сравниваются методы преподавания иностранных языков, используемые в настоящее время в лицеях. В данной статье рассматриваются вопросы преподавания и обучения иностранному языку учащихся академических лицеев Республики Узбекистан. Автор предлагает тему курса, рассматривает возможные виды заданий и формы проведения занятий.

SUMMARY. The content of teaching students of Karakalpak groups of academic lyceums the German language is determined by various objective and subjective factors. The article compares the methods of teaching foreign languages currently used in lyceums. The author suggests the topic of the course, considers possible types of assignments and forms of conducting classes.

QARAQALPAQ XALÍQ DÓRETPELERI TIYKARÍNDÁ JASLARDÍ ÁDEP-IKRAMLÍLÍQQA TÁRBIYALAW DÁSTÚRLERI

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Tayanch so'zlar: odob-axloq, yosh avlod ta'rbiyasi, qoraqolpoq xalq ijodiyati, oyla, o'qish muassasalari, ta'lim-ta'rbiya

Ключевые слова: нравственность, воспитание молодого поколения, каракалпакские народные сходы, семья, места учёбы, образование-воспитание.

Key words: morality, education of the younger generation, Karakalpak people's gatherings, family, places of study, education morality.

Ádep-ikramlılıq jámiyetlik sana formalarınan biri bolıp, arnawlı bir jámiyette jasawshı insanlar ámel etiwı kerek bolǵan málim bir is-háreket qaǵıyaları jıyındısı esaplanadı. Ádep-ikramlılıq adamlardıń bir-birine, jámiyetke, mámleketke, xalıq mülkine, shańaraqqa, islep shıǵarıw qurallarına, miynet ónimleri hám taǵı basqalarǵa qatnasın arnawlı bir tártipke salatúǵın minez-qulıq qaǵıyaları sıpatında da kórinedi. Ádep-ikramlılıq insannıń jámaát, el-

jurt arasında ózin tutıw, basqalar menen qanday qarım-qatnasta bolıw, óz ómirin hám bos waqıtın durıs jolǵa qoyıw, minez-qulıq, júris-turıs hám is-háreketlerin tártipke saladı.

“Perzent – ata-ana qolındaǵı amanat”,- onıń kewli bezew berilmegen gáwharǵa uqsaydı. Gáwharǵa túrli naǵıslar salıw múmkin bolǵanı sıyaqlı, bala kewline de túrli pikirler naǵısın salıw múmkin. Bala kewili taza jer kibi,