

o'rini o'zgartirmagan holda, nuqtalar (x1, y1) va (x2, y2) sifatida belgilangan.

circle() - berilgan radius bo'yicha aylana chizish.

Bu funktsiya belgilangan rang bo'yicha aylananing x,y markaziy koordinatasini va radiusini aniqlab aylana chizadi.

ellipse() - bu funktsiya belgilangan rang bo'yicha markazi x va y nuqtalarda bo'lgan, yoyining boshlang'ich va tugash nuqtasiga ega, x o'qi bo'yicha radiusi, y o'qi bo'yicha radiusiga ega ellips chizadi. Agarda stangle teng bo'lsa 0 ga va endangle teng bo'lsa 360 demak to'liq ellips chizish mumkin.

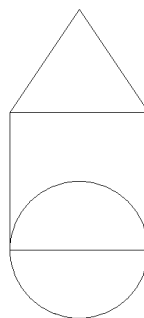
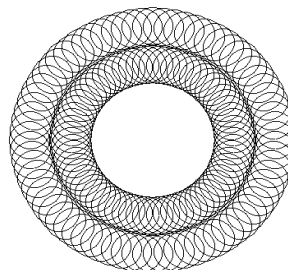
Quyida aylana va yoylarning harakatlanishini ko'rsatuvchi dasturni keltiramiz:

```
#include<graphics.h>
#include<conio.h>
#include<dos.h>
main()
{
    int gd = DETECT, gm, x, y, color, angle = 0;
    struct arccoordstype a, b;
    initgraph(&gd, &gm, "C:\\TC\\BGI");
    delay(2000);
    while(angle<=360)
    {
        setcolor(BLACK);
        arc(getmaxx()/2,getmaxy()/2,angle,angle+2,100);
        setcolor(RED);
        getarcoords(&a);
        circle(a.xstart,a.ystart,25);
        setcolor(BLACK);
        arc(getmaxx()/2,getmaxy()/2,angle,angle+2,150);
        getarcoords(&b);
        setcolor(GREEN);
        circle(b.xstart,b.ystart,25);
        angle = angle+5;
        delay(50);
    }
    getch();
    closegraph();
    return 0;
}
```

} Dastur natijasida ekranda quyidagi ko'rinish paydo bo'ladi

Ma'lumki har qanday obekt bir nechta sodda geometrik obektlar majmuasidan iborat. Masalan quyidagi figurani olaylik . Bu figura sodda geometrik shakllardan, ya'ni aylana, to'rtburchak va uchburchaklardan tuzilgan.

Bu figurani chizish dasturini keltiramiz:



```
circle(200, 500, 100);
line(100,300,200,150);
line(300,300,200,150);
getch();
closegraph();
return 0;
}
```

```
#include<graphics.h>
#include<conio.h>
```

```
main()
{
    int gd = DETECT, gm;
    initgraph(&gd, &gm, "C:\\TC\\BGI");
    initwin-
    dow(1000,800);
    bar(0,0,1000,800);
    setcolor(BLACK);
    rectan-
    gle(100,300,300,500);
```

Adabiyotlar

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РЕЗЮМЕ

Maqolada grafik ma'lumotlar bilan ishlashda C++ dasturlash tilining imkoniyatlaridan foydalanish metodikasi ko'rib chiqilgan. C++ dasturlash tilida grafiklar chizishda funktsiyalardan foydalaniladi, bu funktsiyalar haqida ushbu maqolada misollar yordamida tushuntirib o'tilgan. Funktsiyalarni amaliy qo'llash esa asosan ikkita dastur orqali yoritib berilgan.

РЕЗЮМЕ

В статье рассматривается методика использования возможностей языка программирования C++ в работе с графической информацией. При работе с графической информацией C++ используются функции, примеры которые рассмотрены в этой работе. Практическое применение функции проиллюстрировано с помощью двух программ.

SUMMARY

The article is devoted to the study of the technique of using of possibilities of a programming language C++ in the work with the graphic information. The functions to drawing graphics in programming language C++ are used. The application of this functions was explained with the two programs.

THE USE OF TOTAL PHYSICAL RESPONSE TECHNIQUES IN TEACHING ENGLISH AT PRIMARY SCHOOL

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Таянч сўзлар: ҳаракатли топшириқлар тамойили, хулқ-атвор, болаларча, кизиқиш, мослашувчанлик, руҳлантормок, ба-холамок, эсда коларли, хижолатли, завкли, кизиктирмок, ижодий.

Ключевые слова: физические упражнения, поведение, ребяческий, мотивация, приспособляемость, поощрять, оцени-вать, легко запоминающийся, затруднительный, доставляющий удовольствие, стимулировать, творческий.

Key words: total Physical Response (TPR), behaviors, childish, motivation, flexibility, encourage, evaluate, memorable, embar-rassing, enjoyable, stimulate, creative.

English for the primary school learners is not an easy task since it requires a lot of creativity. According to Harmer [4:370], young learners learn differently from old-

er learners, adolescents, and adults. They easily get bored, losing interest after ten minutes or so. Their world is still full of enjoyable activities. If English is taught

interestingly, it will motivate them to learn it better. According to child psychology, children's language ability is developed through practical application; thus, the acquisition of language should be natural and direct. For example, teachers make the learners keep learning through teacher's explanation of new words or grammar. In fact, this method is not effective because learners will easily forget the words and the material if they learn different topics. Harmer says that some learners forget the material easily because they are not active during learning process or involved in learning process directly [4:84], there are no good atmosphere and environment of learning process in the class if there is no interaction or response between learners and teacher. If learners just sit in their chairs and listen to teacher's explanation it will make learners bored and they will not enjoy the learning process.

Total Physical Response (TPR) is a language teaching method that was developed by James Asher, a professor of psychology at Jose State University, California, in 1977 [4:375]. This method is built on coordination of speech and action; it attempts to teach language through physical activity.

In TPR classroom, learners respond to commands that require physical movement. Three important hypotheses lying behind this method are: the bio-program, brain lateralization, reduction of stress.

Before applying the TPR method for teaching a foreign language, a teacher should understand its principles well so he will be able to use it properly in the teaching learning process. The principles of TPR are as follows: meaning in the target language can often be conveyed through action; memory is activated through learners' response; the target language should be presented in chunks, not just word by word; the learners understanding of the target language should be developed before speaking; learners can initially learn one part of the language rapidly by moving their bodies; the imperative is powerful linguistic device through which the teacher can direct learners' behavior. Learners can learn through observing actions as well as by performing the action themselves; feeling of success and low anxiety facilitate learning; learners should not be made to memorize fixed routines; correction should be carried out in an unobtrusive manner. Learners must not develop flexibility in understanding a novel combination of target language chunks; they need to understand more than the exact sentences used in training; language learning is more effective when it is fun; spoken language should be emphasized over written language; learners will begin to speak when they are ready; learners are expected to make errors when they first begin speaking; work on the fine details of the language should be postponed until learners have become somewhat proficient or less,

Concerning children's characteristics, a teacher needs to make teaching be more interesting and motivates children to learning effectively. The primary school learners still need a specific guide from teacher and people around them in order to follow the lesson well. Youngers are naturally very interested in learning English as a new subject and learn it through the Total Physical Response method highly encourages them in this course. Therefore we are going to discuss what teachers and learners' roles are in order to succeed good teaching results. However, the learners and the teacher play different roles in TPR they have the primary roles of listeners and performers. They listen attentively and respond physically to commands given by the teacher. Learners are also expected to recognize and respond to new combinations of previously taught items. They are required to produce new combinations of their own. Being encouraged by the teacher learners can monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak-that is, when a sufficient basis in the language has been internalized, the learners are imitators of the teachers nonverbal model [6:189]. There will be a role reversal with individual

learners directing the teacher and the other learners. So TPR is considered as one of the most influential methods in learners' monitoring and evaluating their own progress. In the first stage of TPR training, learners should mainly listen to teacher's commands in silence and watch him or her performing the action. In the next stage pupils respond to the commands with physical action, still keeping in silence, which builds up learner's confidence for later correct pronunciation. At first they respond to commands as a group, later individually. When learners become familiar with commands and feel ready to talk, they can overtake the teacher's role and instruct other learners with their own commands. However, this stage usually comes a bit later as learners confidence in understanding develops through the silent period the teaching learning process using TPR method; teacher plays an active and direct role. According to Larsen and Freeman "teacher is the director of all learners' behaviors" [6:189]. Asher as quoted by Richard and Rodgers states that "The teacher plays an active and direct role in Total Physical Response" [9:270]. It means that the teacher is the one who decides what to teach, who models and presents the new material, and who selects supporting materials for classroom use. Teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictable. It is the important factor in teaching and learning process. He has a great responsibility to transfer his knowledge and skill to the learners, to guide them in developing their mind, and to educate them on how to absorb, to analyze, and to expand their individual knowledge and skills. Elementary school English teachers' characteristics are: encourage learners to read in English (stories, comics, reading games); encourage them to work meaning out for themselves; explain differences of the language; from the learners' native tongue use a wider range of language input as their model for language use; encourage creative writing and help them to experiment with the language. According to the statements above, it is important for the primary school English teacher to be more creative in teaching, for example by using some interesting media and method. Therefore, the learners will enjoy the lesson more sum everything up.

TPR is a very effective teaching method because can be adapted for all kinds of teaching situations; teacher just needs to use his/her imagination. Using TPR it is a lot of fun. Learners enjoy it and it can be a real stirrer in the class. It raises the pace and the mood. This method is very memorable. It really helps learners to remember phrases or words. TPR can be used in large or small classes. It doesn't really matter how many learners teacher has as long as teacher is prepared to take the lead, the learners will follow. The physical actions get across the meaning effectively so that all the learners are able to understand and use the target language. It doesn't require a lot of preparation or materials i.e. the learners are not overloaded, this fact also avoids being bored. As long as teacher is clear what he/she want to practice (a rehearsal beforehand can help), it won't take a lot of time to get ready. TPR is very effective with teenagers and young learners as it involves both left and right-brained learning [2:234]. The focus for the first weeks is on listening and moving in response to what the teacher says. There is heavy emphasis on listening comprehension, because the larger your listening comprehension vocabulary is, the larger your speaking vocabulary will become. The environment is one in which things happen and is talked about. It is also an environment which is purposely kept very free of stress, because we know that language is not acquired under stressful circumstances. Lots of language is learned in happy circumstances, especially while you're having fun. TPR instruction is highly creative, for both the teacher and the learners. The teacher must design activities that the learning brain perceives as real

and interesting. Within these real experiences, learners are free to generate all kinds of expressions using the language they're studying, and to lead instruction in unique directions.

This method is very effective and does not require a lot of preparation and materials. However this method can be embarrassing for some learners and if used a lot it would become repetitive. Thus, TPR activities are interesting, challenging and motivating, and almost all the learners enjoy them. The use of TPR shows us funny way of teaching and learning English.

Our article has shown that teachers know that children are interested to learn by doing or being actively involved in the learning process. Teachers state that motivation and

interest occurs through physical activities which are fun, interesting and memorable. In order to stimulate children's motivation teachers chose activities considering child's cognitive development and children would be taught differently various approaches having been chosen. Second and third class children have more physical activities which include lots of games appropriate tasks for this age group. Older children may perceive some activities as childish and beside physical activities need more complex tasks which require thinking. So TPR method requires teachers to be more active, share the feelings and interests of learners in every minute, encouraging them in friendly terms, especially, when they make errors, as whispering them "Errors teach".

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РЕЗЮМЕ

Мақола инглиз тилини ўқитишда ҳаракатли топшириқларни қўллаш, уларнинг босқичлари, қўллаш усуллари, ўқитувчи ва ўқувчи роли ҳақида, ҳаракатли топшириқлардан фойдаланишда ўқитувчининг овози, имо-ишораси, ҳаракати, хона жиҳозлари ва бошқа кўргазмалар куроллар муҳим рол ўйнаши ҳақида маълумотлар берилган.

РЕЗЮМЕ

Статья посвящается использованию метода физических упражнений в обучении английскому языку в средней школе. Рассматриваются разные виды TPR технологии и методы их использования, а также роли учителя и учащихся. Важную роль в использовании TPR играют голос учителя, действия, жесты и объекты классной комнаты, звуки и визуальные материалы.

SUMMARY

The article deals with the study of using the method. Total Physical Response in teaching English in secondary school. There are considered different types of TPR technology, methods of their use and roles of the teacher and pupils. An important role in using TPR play the teacher's voice, actions, gestures and objects of the classroom, sound and visual materials.

ТАРИЙХ ПӘНИН ОҚЫТЫҒДА КӨРГИЗБЕЛИЛИК МЕТОДЫНАН ПАЙДАЛАНЫҒУ МӘСЕЛӘЛӘРІ

(Сүүрөтлөү көргизбеллиги мысалында)

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Таянч сўзлар: таълим, кўргазмалық, кўргазмалық метод, кўргазмалар куроллар, расмлар, картиналар, карикатура, иллюстрациялар.

Ключевые слова: образование, наглядность, методы наглядности, наглядные пособия, рисунки, картины, карикатура, иллюстрации.

Key words: education, presentation, methods of presentation, visual aids, drawings, picture, caricature, illustrations.

Тәлимнің сыпаты хәм нәтийжелилигине ерисий-билимлендириў тараўындағы ең актуаль мәселе. «Билимлендириў ҳақында»ғы Нызам хәм «Кадрлар таярлаўдың Миллий бағдарламасы»нда белгилеп қойылғанындай, хәр тәрәплеме билимли, раўажланған, еркин пикирлейтуғын, хәр қандай жағдайда өз билими менен шешим таба алатуғын жасларды жетилистириў-тәлим-тәрбияның баслы ўазыйпасы. Еркин пикирлейдиң инсан ушын әхмийети ҳақында Биринши Президентимиз И.Каримов, «Демократиялық жәмийетте балалар, улыўма, хәр бир инсан еркин пикирлейтуғын етип тәрбияланады. Егер, балалар еркин пикирлейди үйренбесе, берилген тәлим нәтийжеси төмен болуы турған гәп. Әлбетте, билим керек. Лекин, билим өз жолына. Еркин пикирлей де үлкән байлықтур» - деп атап өткен еди [1].

Оқыўшыға билим берийдиң тийкарғы усылы бул сабақ процесин есапланады. Сабақ барысында билим берийдиң нәтийжели усылларынан пайдаланыў арқалы, оқыўшылардың сабаққа қызығыўшылығын арттырыў, билим алыўға болған искерлигин раўажландырыўда жоқары нәтийжелерге ерисий мүмкин. Оқытыўшы соның менен қатар, оқыўшыға тек

мәлим билимлерди берип ғана қоймастан, бәлки бала шахсының айырым тәрәплерин қәлиплестириўи яки раўажландыра алыўы керек.

Елимизде билимлендириў тараўына қаратылған үлкән итибар нәтийжесинде тәлим-тәрбияның сыпат хәм нәтийжелилигине ерисийде сезилерли көрсеткишлерге ийе болдық. 2013-жылы болып өткен 47-халық-аралық Менделеев олимпиадасында Өзбекстан жасларының 1-орынды ийлегени буның жарқын мысалы бола алады [2]. Бүгинги заманагөй тарийх сабақларында көргизбеллиқ усылларын кеннен қолланыў оқыўшыларда тема мазмунын тереңирек түсиний, оны анализ ете алыў, тарийхий фактлер, ўақыяларды көрий арқалы салыстыра алыў искерлигин раўажландырады. Себеби, оқытыўшы баянының көргизбеллиги берилип атырған мағлыўматтың исенимлилигин тәмийинлеп, оқыўшыларда тарийхий дәўир, ўақыя яки фактлер ҳақында түсиниклерди көз бенен көрий имканиятын береді. Бул, өз гезегинде, оларда тек ғана сыртқы көрий мүмкиншилигин берип қоймастан, сол факт яки ҳәдийсе, раўажланыў басқышлары ҳақында