

ko'ra guruhlangan o'yin texnologiyalarining mohiyati xususida so'z yuritiladi.

2. Syujetli o'yinlar – pedagogik voqyelik, hodisalar bayonining muayyan izchilligi va unda ishtirok etayotgan shaxslar faoliyatining o'zaro bog'liqligiga asoslangan o'yinlar sanaladi. Bu kabi o'yinlar odatda pedagogik muammolarning yechimini izlash, ta'im-tarbiya jarayonida yuzaga kelgan muammoli vaziyatlarni bartaraf etish, shaxsni qayta tarbiyalash maqsadida qo'llaniladi.

3. Rolli o'yinlar – ma'lum bir shaxsning vazifa va majburiyatlarini bajarishdagi ruhiy holati, xatti-harakatlar mohiyatini ochib berishga yo'naltirilgan o'yinlar, ularda rollar majburiy mazmuni bilan taqsimlanadi. Rolli va ishbilarmonlik o'yinlari o'quvchilarni muayyan jarayonga tayyorlash, ularda ma'lum hayotiy voqyelik, hodisalar jarayonida bevosita ishtirok etish uchun dastlabki ko'nikma-malakalarni hosil qilishga xizmat qiladi. Ta'lim jarayoni ishtirokchilari (m: o'quvchilar, ota-onalar, pedagogik jamoa a'zolari, ta'lim muassasalarining rahbarlari, jamoatchilik tashkilotlarning vakillari va b.) sifatida turli rollarni bajarish talabalariga pedagogik faoliyat mazmuni bilan yaqindan tanishish imkoniyatini yaratadi, o'quvchilarga ma'lum faoliyatni samarali tashkil etishga nazariy, amaliy, eng muhimi, ruhiy jihatdan tayyorlanishga yordam beradi.

4. Ishbilarmonlik o'yinlari – ma'lum faoliyat, jarayon yoki munosabatlar mazmunini yoritish, ularni samarali, to'g'ri, oqilona uyushtirishga doir ko'nikma, malaka hamda sifatlarni o'zlashtirish maqsadida tashkil etiladigan o'yinlar. Bu turdagi o'yinlar ta'lim oluvchilarda aniq faoliyat yo'nalishida zarur BKM va sifatlarni shakllantirish yoki rivojlantirish maqsadida tashkil etiladi. Shu jihatdan ishbilarmonlik o'yinlari ishlab chiqarish jarayoni, kasbiy faoliyatining modellashtirilishini anglatadi. Ishbilarmonlik o'yini talabalarda kasbiy sifatlarni hosil qilish bilan birga shaxsiy sifatlarni ham tarbiyalaydi, ularning ijtimoiylashuvini ta'minlaydi.

5. Imitasion o'yinlar – ishlab chiqarish korxonalari, ish

o'rinlari, firmalar, tashkilotlarda xodimlar tomonidan amalga oshiriladigan faoliyatni imitatsiyalash (taqlid qilish, ko'chirish) asosida talabalarni muayyan amaliy yoki kasbiy faoliyatga samarali tayyorlashga yo'naltiradigan o'yinlar. Bu turdagi o'yinlar ssenariyasi, syujetidan tashqari, imitatsiya jarayon, obyektlarning tarkibiy tuzilmasi va ahamiyatini to'la ochib berish maqsadida modellashtiriladi. Imitasion o'yinlar jarayonida ta'lim oluvchilar muayyan operatsiyalarni, m: masalalar yechish, ma'lum bir usulni o'zlashtirish imkoniyatiga ega bo'ladi.

6. Dramatik o'yinlar (psixologik va ijtimoiy drama-lar) – psixologik hamda ijtimoiy masalalarni hal qilishga yo'naltirilgan o'yinlar bo'lib, ular tashkil etilishi, metodik xususiyatlariga ko'ra rolli va ishbilarmonlik o'yinlariga yaqin. Odatda psixologik va ijtimoiy xarakterdagi dramatik o'yinlar jamoadagi muhitni yaxshilash, shaxslararo munosabatlarning ijobiy bo'lishiga erishish, muloqotga kirisha olish, jamoada yagona birlikni qaror toptirish, o'zgalarning ruhiy holatini to'g'ri baholash, og'ir vaziyatlarga uch kelgan subyektlarga yordam ko'rsatish hamda samarali, unumli faoliyat ko'rsatish uchun zarur sharoitni yaratishga xizmat qiladi.

O'yin texnologiyalarining metodik ta'minoti loyiha, o'yinning mezonlari, ish qog'ozlari (metodik ko'rsatmalar), o'yin mohiyatini yorituvchi hujjatlar (ssenariy) kabilardan iborat [2:14].

Xulosa qilib aytganda, qayd etilgan o'yin metodlari o'qituvchi tomonidan musiqa darslari jarayonida qo'llanilsa maqsadga muvofiq bo'ladi. O'qituvchi tomonidan o'zi o'qitayotgan musiqa fanining har bir mavzusi, har bir dars mashg'uloti bo'yicha tuzilgan yuqoridagi kabi o'yin metodlari unga fan predmetini yaxlit holda tasavvur etib yondoshishga, tushunishga yaxlit o'quv jarayonining boshlanishi, maqsadidan tortib, erishiladigan natijasiga ko'ra ta'lim samaradorligini oshirishga yordam beradi [4:8].

Adabiyotlar

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Maqolada maktab o'quvchilarining dars jarayonida o'rganishi lozim bo'lgan bir qancha o'yin metodlaridan foydalanish masalalari yoritilgan. Musiqa madaniyati darslari jarayonida yoshlarning milliy musiqiy o'yinlarga bo'lgan qiziqishlarini rivojlantirishning ilmiy-nazariy asoslari haqida fikr yuritilgan.

В статье изучаются игровые методы на уроках по музыкальной культуре в общеобразовательных школах. Рассматриваются также научно-теоретические основы воспитания молодежи, развитие в них интереса к национальным музыкальным играм на занятиях по музыке.

The article is devoted to the study of games at the lessons in musical culture at secondary schools. The author investigates scientific - theoretical bases of the youth's education, development of their interests to national games at the lessons in music.

REZYUME

PEZIOME

SUMMARY

TECHNIQUES OF TEACHING PHRASEOLOGICAL UNITS

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Таянч сўзлар: луғат таркиби, ўқитишнинг самарали методлари ва усуллари, фразеологик бирликлар, идиомалар, мақол ва маталлар, тасвирлаш, кластер, Венна диаграммаси, контекстлаштириш, кейс-стади.

Ключевые слова: словарный состав, эффективные методы и приёмы обучения, фразеологические единицы, идиома, пословицы и поговорки, описывать, кластер, диаграмма Венна, контекстуализация, кейс-стади.

Key words: vocabulary, effective methods and techniques of teaching, phraseological units, idioms, proverbs and sayings, to describe, cluster, Venn diagram, contextualization, case-study.

English is largely treated as an academic subject in the secondary schools, colleges and higher educational institutions. As a result, the search of various effective methods in teaching English as a foreign language is one of the actual problems for many linguists and methodologists in our country and in other countries. The requirement for effective language teaching is increasing immensely, teaching English today requires new approaches, methods and techniques, using information-communicative technologies.

In the Decree of the President of the Republic of

Uzbekistan Sh.M.Mirziyoyev №2909 “On measures of further development of the system of higher education” adopted on April 20 in 2017 it is emphasized the importance of “establishing close perspective partnership relations with leading foreign educational establishments, wide implementation into educational process of innovative pedagogical technologies, curriculums and materials based on international educational standards” [1:4].

Teaching vocabulary is very important in learning English. Vocabulary is a special discipline included into Cur-

riculum for elementary and intermediate level students. Vocabulary can be defined as the system of units of a language, including single words, phrases or chunks of several words, phraseological units and idioms which convey a particular meaning. The English vocabulary consists of different layers. Phraseological units take certain place in the vocabulary system of English. They include proverbs and sayings, phrasal verbs, set expressions and idioms. Questions of phraseology of the English language are in the focus of attention of many linguists and remain one of the actual issues of Linguistics. The term “phraseology” was first introduced by the famous French linguist Charle Balli. Phraseology as an independent discipline was first recognized by the prominent linguist E.D.Polivanov. Academician V.V. Vinogradov defined the basic notions, aims and tasks of phraseology. His ideas became the bases of many research works of the Russian, English and other languages [3]. In the “Dictionary of linguistic terms” there are given different definitions to the term “phraseological unit”, among them there is a term “idiom” [2:240]. Another prominent linguist A.V.Koonin worked out a special theory of phraseology in the English language, and his works remain important today [4].

Idioms are not a separate part of the language, but they form an essential part of the general vocabulary of English. There are many works devoted to the study of phraseological units, including idioms. They are the works of N.N.Amosova, V.V.Vinogradov, A.V.Koonin, B.A.Larin, K.M.Shansky, O.S.Akhmanova, J. Seidle, W.Mc.Mordie and others. The actuality of the theme is conditioned by the fact that despite phraseological units have been in the focus of attention of many research works the issues of teaching them using some innovative methods haven’t been studied enough yet.

The term “idiom, idiomatic” was used by the famous

As black as
As green as.....
As white as....
As clean as....

Activity 3. Watching a video-film. What’s he/she like?

Materials: handouts 3 with the task: How would you describe the person in each of these descriptions?

Objective: Find an idiom characterizing a person according to the content of the video-film.

Procedure: Teacher distributes handouts with the task for two students and students should fulfill the task after watching a video-film. Checking up students’ answers.

We can use various techniques in teaching idioms: Cluster, Venn Diagramm, Case study, Contextualization, Story telling with pictures, Search for correlation and others. For example:

Task 1. CLUSTER. Write the classifications of phraseological units given by the famous scholars V.V.Vinogradov, A.V.Koonin, A.I.Smirnitsky and others using Cluster. Define the common and distinguishing features in them.

Task 2. VENN DIAGRAMM. Write proverbs and sayings in English, Russian and Karakalpak using Venn diagram. Define some common features in them and point at the distinguishing features expressing national peculiarities which differ three languages belonging to different language systems. Try to find national components in proverbs and sayings.

Task 3. CONTEXTUALIZATION. Here are the followings English proverbs and sayings and their equivalents in Russian and Karakalpak:

1. A bird in the hand is worth two in the bush

Лучше синица в руках, чем журавль в небе.

Алыстағы арбалыдан жақындағы дорбалы жақсы.

2. Talk of the devil and he will appear. Лёрок на помине.

American scientists as “lexical and syntactical units, the structure of which can’t be explained” [5:44]. The idioms are also defined as the compound expressions which meanings couldn’t be explained without the definition of their components [6:56]. Modern English is very rich in idiomatic expressions.

An *idiom* is a phrase (or phraseological unit) which means something different from the meanings of the separate words that are a part of it. Usually it cannot be understood by the literal interpretation of the words that make up the expression. Used together, the words convey a meaning that is often unrelated to the individual words in the idiom. Here are some activities and techniques that are considered to be more effective for teaching idioms in learning Vocabulary for intermediate level students.

Activity 1. Materials: handouts 1 with the idioms on the topic.

Objective: Find animated idioms expressing human being, person’s intellect

and affection, morals and principles. Read sentences in handouts 2.

Procedure: Teacher gives the vocabulary of describing people’s qualities to the whole group in the form of jumbling. Learners should classify idioms expressing different qualities of people: intellect, affection, morals and principles, dividing idioms characterizing people into various groups using T-scheme:

- 1) idioms describing positive qualities;
- 2) idioms describing negative qualities.

Activity 2. Materials: illustrated pictures with the idioms and their explanations, handouts 2. Objective: To explain the meanings of the idioms describing people’s character and make up their own sentences and situations using them in context.

Procedure: Teacher gives the task to complete idioms:

As red as.....
As hungry as....
As cunning as....
As busy as

Кимди айтсаң сол келер.

3. Fortune favours the brave . (Nothing venture, nothing have).

Смелость города берет. Ер жигит ел ушын туұылады, ели ушын өледі.

4. Don’t look a gift horse in the mouth. Дарёному коню в зубы не смотрят.

For learning and remembering them easier we recommend the following task:

Read and translate using a dictionary:

1. “What’s the matter, Smith?” “Oh, its you, Mr.Brown. I was just thinking of you. *Talk of the devil and he will appear!*” he said, making a joke of it.

2.If you can’t give me a flat, please give me a room in the hostel. What I need is a roof over my head. *A bird in the hand is worth two in the bush.*

3. “I just wanted to ask you: Must I take this TV set? I don’t think it’s a good one”. But it’s a present. *Don’t look a gift horse in the mouth.*

4.It is quite true that “fortune favours the brave”, as the old proverb says. The successful people in the life are those who have the courage to try.

Exercise 4. CASE STUDY. Read the story and accord ing to the content, say which of the proverbs following the story makes the best ending to it.

1. Look before you leap.
2. He laughs best who laughs last.
3. Better late than never.
4. So many men, so many minds.

A sly cat

When he was a strong young cat he caught many mice. The mice were afraid of him then. But in time he grew old and could not catch mice any more. One day he decided to

play a trick on the mice. He lay on his back and did not move at all. A mouse saw him and thought that he was dead. She ran to her friends and said, "The cat is dead! Let us dance and play".

And all the mice began to dance and play. They were very happy, they danced and danced round the cat; and the cat did not move. Then one of the mice jumped on the cat's head. "Look at me! Come nearer, all of you! The bad cat is dead! Let us dance on his head!"

But suddenly the cat jumped up and caught the foolish mouse. The other mice ran away as quickly as they could. Mice! Never believe a cat! Don't forget!

We should know in which situations and when to use idioms. It's necessary to know the level of style, whether an idiom can be used in a formal or in an informal situation. If the person is a friend and the situation is private, we may use informal expressions. In a formal situation we choose words much more carefully. There are idioms which are neutral in style and can be used in any situation. The learners should study the idioms in typical situations and many examples to use them correctly. The correct use of idiomatic English should be the aim of every learner. Mastery of idioms comes only slowly, through careful study and observation, through practice and experience.

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РЕЗЮМЕ

Мақола инглиз тили луғат таркибини бойитишга хизмат қилувчи фразеологик бирликларни (идиомалар, мақол ва маталларни) ўқитишнинг самарали метод ва усулларини тавсифлашга бағишланган. Муаллиф машхур олимлар ишларига таянган ҳолда фразеологизмларни ўқитишда кластер, Венн диаграммаси, кейс-стади, контекстлаштириш каби методларни қўлланиши тавсия этади.

РЕЗЮМЕ

Статья посвящается описанию эффективных методов обучения фразеологическим единицам (идиомам, пословицам и поговоркам) английского языка, которые являются средством обогащения словарного состава. Опираясь на труды известных учёных автор статьи рекомендует использовать такие приёмы как кластер, диаграмма Венна, кейс-стади, контекстуализация и другие, которые являются наиболее эффективными в обучении фразеологическим единицам.

SUMMARY

The article is devoted to the description of effective methods of teaching phraseological units (idioms, proverbs and sayings) in English, that are a means of enriching the vocabulary. Taking as a basis the works of the prominent scholars, the author of the article recommends to use such techniques as cluster, Venn diagram, case-study, contextualization and others, that are considered to be more effective in teaching phraseological units.

БЎЛАЖАК КИЧИК ТИББИЙ ХОДИМЛАРНИНГ ИХТИСОСЛАШГАН ФАОЛИЯТИДА АХБОРОТ ТИЗИМИДАН ФОЙДАЛАНИШ ИМКОНИЯТЛАРИ

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Таянч сўзлар: ахборот тизими, инвариант қисм, вариатив қисм, тиббий информатика, тиббиёт коллежи, ихтисослашган фаолият, таълим жараёни.

Ключевые слова: информационная система, инвариантная часть, вариативная часть, медицинская информатика, медицинский колледж, профессиональная деятельность, образовательный процесс.

Key words: information system, invariant part, variable part, medical informatics, medical college, professional activity, educational process.

Ҳозирги пайтда жамиятнинг замонавий тараққиёти инсоннинг барча ҳаётий соҳалари ва фаолиятининг ахборотлашганлиги билан характерланади. Ахборот технологиялари ва шу билан бирга ҳар хил турдаги ахборот тизимларининг шиддат билан ривожланиши натижасида катта ҳажмдаги ахборот ресурсларига эга бўлиш ҳамда уни сақлаш, қайта ишлаш ва улкан ҳажмдаги ахборотлар алмашилиши имкони яратилди [1].

Ахборот тизими – ахборот жараёнини амалга оширишда ҳисоблаш техникаси ва алоқаларидан фойдаланган ҳолда ахборот технологиялари ва ҳужжатлар йиғиндисини ташкил этиш. Кўплаб соҳаларда, жумладан, муҳандислар, иқтисодчилар, ҳуқуқшунослар, ўқитувчилар, тиббиёт ходимлари ва бошқа турдаги мутахассисларни ўқитишда ахборот тизимини қўллаш ва ишлаб чиқариш бўйича тайёрлаш зарур.

Ахборот тизимида тайёрлов жараёни инвариант ва вариатив қисмларни ўз ичига олади. Инвариант қисм аҳолининг ахборот технологиялари таълимида умуммаданий саводхонликни ошириш билан боғлиқ асосий саволларни ўз ичига олади. Мутахассис ўз фаолияти давомида мутахассислигига оид вазифаларни бажаришда ахборот технологияларидан самарали фойдалана олиши вариатив қисмда намоён бўлади.

Бизнинг тадқиқотларимиз тиббиёт коллежлари

ўқувчиларининг информатик тайёргарлиги асосида ўтказилган.

Ҳар хил турдаги тиббий ахборот тизимининг пайдо бўлиши ва ривожланиши тиббий ходимларнинг ихтисослашган фаолиятида қуйидаги имкониятларни берди: ҳужжатларни расмийлаштириш, ҳисоботларни тайёрлаш, қарорларни қабул қилиш жараёнида сарфланадиган вақтни тежаш; даволаш ва ташхислаш баённомаларини стандартлаштириш орқали енгиллаштириш; архивдаги касаллик тарихига тезкор муурожаат қила олиш; лаборатор-диагностика бўлимида сарфланадиган вақтни тежаш ва бошқалар.

Ҳозирги вақтда Ўзбекистон Республикасининг барча субъектлари, яъни тиббий ташкилотлар базалари эпидемиология ва гигиена маркази, тиббий аналитик-ахборот маркази, тиббий статистика бюроси, мажбурий тиббий суғурта (МТС) ҳудудий фондида автоматлаштирилган ахборот тизими фаолият юритмоқда.

Бугунги кунга келиб барча даволаш профилактика муассасаларида тиббий ёрдам кўрсатиш ҳисоботи МТС дастури асосида компьютерлаштирилган, шу билан бир қаторда ижтимоий ҳимояга муҳтож аҳолини дори воситалари билан таъминлаш тизими ҳам ахборотлаштирилган. Соғлиқни сақлаш фаолиятида ахборотлаштиришнинг шиддат билан ривожланиши