

лигини баҳолаш индикаторлари тингловчиларнинг ўзига хос хусусиятларига мослиги.

Шу каби ҳолатлар тўғри таҳлил қилинмаслиги ва ўз вақтида тўғри қарор қабул қилинмаслиги ташкил этилган масофавий курсларнинг умумий самарасиз бўлишига ва жуда кўплаб муаммолар юзага келишига олиб келади.

Бу каби муаммоли вазиятлар **таҳлил босқичида аввалдан кўриб чиқилган** ва ўқиш самарадорлигини таъминлаш мақсадида тўғри қарорлар қабул қилинган бўлиши зарур. Юқорида таъкидланган ёки бошқа турли хил сабабларга кўра тингловчиларни мақсадли гуруҳлаштиришни режалаштириш мумкин. Мақсадли гуруҳларни тўғри режалаштириш – масофавий малака ошириш курсларини ташкил этувчига ҳам, тингловчига ҳам ўқув фаолиятини сифатли ташкил этишга хизмат қилади. Бунда тингловчиларнинг ўзига хос хусусиятларидан келиб чиқиб, масофавий курсларни тўлиқ ишлаб чиқаришдан ажралмаган ҳолда ёки маълум бир қисмини ишдан ажралган ҳолда кундузги шаклда ўтказишни

назарда тутиш мумкин.

Таҳлил бажарилгандан сўнг ўқув мақсадларини, курслар мазмуни, ўқитиш шакллари, методлари, воситалари, назорат қилиш усуллари аниқлаштириш зарур. Бу масофавий малака ошириш курсларини режалаштириш, ўқув-методик таъминотини ишлаб чиқишга киришиш имконини беради. Ўқув мақсадларини белгилашда мустақил ўзлаштириши мумкин бўлган мавзуларни масофавий равишда мустақил ва мураккаб мавзулар, амалий машғулотларни ишдан ажралган ҳолда таълим муассасасида ўтказишни режалаштириш мумкин.

Хулоса қилиб шуни айтиш мумкинки, масофавий курсларни ташкил этувчининг маҳорати – узлуксиз таълим тизимининг барча турларининг ўзига хос хусусиятларини тўғри тасаввур қилиши ва таълим олувчилар аудиториясига кўра “Кимни ўқитиш керак?”, “Нимани ўқитиш керак?”, “Қандай ўқитиш керак?” деган саволларга ўз ўрнида, ўз вақтида тўғри жавоб топиши ва тўғри қарорлар қабул қилишидадир.

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РЕЗЮМЕ

Мақолада масофавий ўқитиш курсларини ташкил этиш учун аввал дастлабки таҳлил ўтказишнинг аҳамияти ва узлуксиз таълим тизимида таълим олувчилар аудиториясининг фарқли жиҳатлари ва айнан ушбу фарқларни инобатга олган ҳолда масофавий курслар мазмунини ишлаб чиқиш, ўқитиш технологияларини танлаш, амалиётга самарали жорий этишнинг ўзига хос хусусиятлари ёритилган.

РЕЗЮМЕ

В статье освещены значимость предварительного анализа для организации курсов дистанционного обучения и отличительные аспекты аудитории слушателей в системе непрерывного образования, своеобразные особенности разработки содержания курсов дистанционного обучения с учётом именно этих различий, выбора, эффективного внедрения технологий обучения в практику.

SUMMARY

This article highlights the importance of preliminary analysis for the organization of distance learning courses and the distinctive aspects of the audience of students in the system of lifelong education, the peculiar features of the development of the content of distance learning courses, taking into account precisely these differences, choice, effective implementation of learning technologies into practice.

EFFECTIVE WAYS OF TEACHING THE WORKS OF KARAKALPAK WRITERS IN ENGLISH CLASSES

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Tayanch so'zlar: adabiy asarlar, motivatsiya, metodologiya, samaradorlik, millat, qadriyat.

Ключевые слова: литературные произведения, мотивация, методология, эффективность, нация, ценность.

Key words: literary works, motivation, methodology, effectiveness, nation, value.

In the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev PP-2909 "On measures to further development of the system of higher education" adopted on April, 20 in 2017 it is stated about close partnership relationships with leading foreign scientific-educational establishments, wide use of modern pedagogical technologies, curriculums, studying-methodical materials based on international educational standards; creation and wide implementation into the system of higher education textbooks and manuals of the new generation; steady increasing of the level and quality of professional skill of pedagogical staff and other actual issues [1:1].

Educational system of our country aims to improve students' knowledge in English language, the knowledge which will correspond to an international standard. Outside the classroom, many EFL students have problems in comprehending speech spoken by English native speakers at the normal rate. Different kinds of methods, techniques, materials have been developing all over the world to make foreign language learning effective and easy. In abroad countries, as one of the tools of attaining good results in learning

English there employed reading literary works. Their effectiveness was proved by time and by expanding population of English speakers. Supporting on the proficiency of overseas teachers and scholars, we should see and determine the importance of literary works in increasing motivation to learn foreign languages.

In the article we are going to investigate scholars' views on the educating of literary works in language learning classes, analyse the suggested methods and techniques on using literature, and suggest some ideas on teaching the works of Karakalpak Literature.

According to Savvidou [7:24], teaching literature is an integrated approach and teachers need to choose an approach which best meets the requirements of the learners and the syllabus. Popp [6:19] proposes the advantages of three models in the teaching of literature. They are: the cultural model, the language model and the personal growth model. According to her, the cultural model characterizes the traditional approach to teaching literature. It directs learners to study and analyze the social, political literature and historical context of a particular text but also

motivates learners to understand different cultures and ideologies in relation to their own. Savvidou [7:24] described the language models as the most standard approach used in classrooms. He further explained that it facilitates learners to access a text in an efficient and methodical way in order to exemplify specific linguistic features. This approach offers the range of strategies used in language teaching through activities which manipulate literary texts in order to serve specific linguistics objectives. The personal growth model attempts to join the cultural and language models by concentrating on the particular use of language in a text, as well as placing it in specific cultural contexts [7:24]. This shows that under this model learners are motivated to express their ideas, feelings and make connections between their own personal and cultural experience and those expressed in the text.

Awing and Kasuma [2:208] found that learners expressed their interest in the literature lesson when their teacher provided interesting and fun activities in class. Their study also revealed that learners did not like the 'teachers' explanation' as a teaching method because to them this method was dull and inadequate in preparing them for their examination.

According to the study done by Edin [4:201], teachers used more teacher-centered methods in literature classes. Teachers stated that they were using this approach because it saved time and helped them to finish the syllabus on time for examination. Teachers explained also that learners' low proficiency level prevented them from using learner centered techniques like group work, debates and role plays, because learners were unwilling and were scared to speak or answer questions about the text for fear of providing wrong answers.

Krishnamurthy [5:201] furthermore says that studying literature helps learners to improve their language skills and develop their creative and critical thinking skills and imagination. Brumfit and Carter [3:19] point out that listening to stories and introducing story patterns extend vocabulary and meaning, so the more frequent the reading experience, the greater the ability to grasp and to predict meaning.

According to Savvidou [7:24], literature provides enjoyment and delight whilst educating learners at the same time. Savvidou [7:24], further states that reading literature results in the following traits in ourselves: discovering some of our own capabilities that we might not even have thought existed as well as providing self-role models and discovering acceptable ways to handle the tension in our daily lives. Previously, teachers saw the cultural characteristics of literature as the most important part of literature but nowadays teachers realize the value that a study of literature has on improving the language proficiency of second language learners.

Teachers use various methods to teach literature. Each teacher employs a strategy that he or she believes to be appropriate in assisting learners to do well in literature. In this article we are suggesting some techniques which we think will be helpful for our teachers to conduct lessons on English using the treasures of literature.

Working with books, maps and pictures

When learners spend some time looking at the content of a book it can spark their interest and can provide them with contexts that will help them engage with the material. Teacher can ask learners to examine the pictures of their books. Based on the information on the pictures, learners can discuss in pairs or small groups what they think the book might be about. They can also list questions that the picture raises for them.

Character charts

The use of graphic organizers can be used to help learners organize information about major and minor characters in a text. Susana [8:14] argues that keeping character charts in class is important because of the following:

- It helps learners to understand more deeply the characters in the text.
- It helps learners develop the skills of looking for textual evidence.
- It helps learners prepare for an essay.
- It ensures accountability that learners are reading.
- It acts as an assessment tool to measure learners' understanding of the text.

Completed character charts are effective techniques for writing essays and studying for tests.

The suggested character chart for the work "The Divine Comedy" by Dante Aligiére.

Names	In the hell	In the purgatory	In the heaven
Dante			
Beatrice			

Chunking

This is a strategy that helps learners to break down complicated texts into more manageable pieces. Learners are able to identify key words and ideas. The technique helps to develop learners' ability to paraphrase and make it easier for learners to organize and synthesize information. Chunking can be used with challenging texts of any length. A paragraph can be chunked into phrases and sentences while reading of several pages can be chunked into paragraphs or sections. It is always helpful to have learners' record information about each chunk in a graphic organizer, which a teacher may prepare in advance. The strategy is used to 'understand the literal meaning of a text', where learners should be able to work out the meaning of unfamiliar words using contextual clues and identifying the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words. For example:

1. People to identify	
2. Places to locate	
3. Terms to understand	
4. Events to describe	
5. Fundamentals to learn	

Learning the literary value of the language, literary works, written by famous writers, persons of genius is also helpful in creating ideas about nation whose culture we are learning, to take all valuable things from them and to use them for the sake of our nation.

Each person who is learning the language and literature should value the place and role of the writers and literary works in the development of the nation, in the upbringing of young generation.

Sample of teaching materials

The following part will be dedicated to detailed explanation of actual teaching of the works of Karakalpak writers. Here are some teaching steps. Before teaching a text from the textbook, first of all, we see whether the text is interesting, motivating and useful for our learners. After examining all the pre-, while and post-reading activities to see what can be done with the presented material, we design several tasks for this text, which may include speaking activities to be done in class as well. The following is an example.

PRESENTATIONS

KARAKALPAK POETS.

1. Information about the poet.

Ajiniyaz Kosibay Uli (his pen name was Ziyuar) was born in 1824 in Muinak region in the village of Kiyat and Ashamaili in the place "Kamisoget", the lower reaches of the Amu-Darya river on the Southern shore of the Aral Sea. He was fond of poetry and read with great interest the masterpieces of the oriental classical literature: Nizami, Dekhlevi, Navoi, Fizuli, Hafiz, Saadi, Mashrab, Andalib, Makhtumkuli and others. Ajiniyaz left us the invaluable works, the heritage consisting of about 150 lyrical poems. Many poems devoted to the country were written in the form of narration. They are: "Ellerim bardi" (It's my coun-

try), “Dauran bolmadi” (There wasn’t time), Megzer” (It’s like), “Barmeken” (If there is), “Bardur” (There is), “Ayrilsa” (Departing), “Kash-kash” (Run away), “Khoshla-siu” (Farewell) and others. He passed away in 1878.

Task 1. Read the poem and find poet’s particular notions or expressions.

IT’S MY COUNTRY

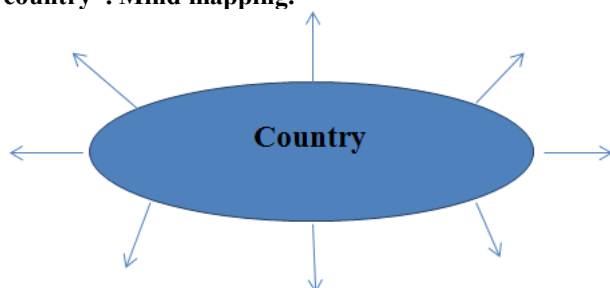
By Ajiniyaz

If you ask Khojban about my country, our Motherland
The people wear caps like a cauldron.
I’m sorry if my speech sounds not so rich.
It’s my country with large fertile lands,
Where live the tribes as the Kitai and Kungrads.

My pastures are in Urgench, with the sea in the north,
With the cows so fat and broad-shouldered.
It’s my country with the Kungrads
United, peaceful and kind.
They don’t attack and fight, if the people mind.

Translated into English by a senior teacher Rzaeva R.K.

Task 2. Write the words associated with the word “country”. Mind mapping.



Task 3. Answer the following questions.

1. What does the author mean using the title “It’s my country”?
2. What is the hidden meaning of the poem?
3. Which words, expressions, phrases help you to understand the poem?
4. What is the poem’s message?
5. What is the poem’s object?
6. Which parts of the poem have mostly influenced on you?
7. What do you understand from the line “The people wear caps like cauldron”?
8. What can the poem give the reader?
9. How does the poem end?

Task 4. Write a short description about your country.

Task 5. Complete a list of single words on the topic “My motherland” as in the example.

For example, on the topic “My pet”:

Michael
Greyhound
Friendly
Puppy
Tail-wagger
Fast

Task 6. Fill in the gaps according to the poem.

Words: Coward, motherland, north, tribes, broad-shouldered, cauldron.

Kungrad and Kitai are _____

The author wrote about _____ the people wear caps like _____.

They don’t have friends who are, unworthy.

The sea is situated in.

The pasture in Urgench has so fat and cows.

Task 7. Write a suitable epitaph for a given people.

Suggested: Kunkhodja, Ajiniyaz, Berdakh.

For example, Ernazar Alakoz.

Here lie the dreams

Of dead Alakoz,

No Ernazar

But his dreams here has.

II. Information about the poet.

The Hero of Uzbekistan, People’s Poet of Uzbekistan and Karakalpakstan Ibrayim Yusupov occupies an honorable place in Karakalpak literature of the XX century. He was born on May 5 in 1929 in the village Azat in Chimbay region in Karakalpakstan. His works: Lyrics of Happiness (Bakhit lirikasi) (1955), To the Traveller of the East (Kun shigis jolaushisina) (1959), Meditations (Oilar) (1960), Seven Passes (Jeti asirim) (1962), Steppe Dreams (Dala armanlari) (1966), Stream of the Age (Zaman agimi) (1969) etc. I. Yusupov died on July 24, 2008. For their artistic quality the poet’s works can be placed high among the masterpieces of world literature.

Task 1. Read the poem and find specific statements connected with Karakalpak culture.

TO BERDAKH

By Ibrayim Yusupov

You are a song born in need,

In a decrepit yurt here,

Walking on the snow on bare feet.

There was a clatter of hoofs near,

The song, washed by the people’s grief.

The rulers of the world couldn’t stand

Your sight, but you remained alive.

You laughed at their envy, by hand.

Your loud cheerful song, so alive,

It sounded like the voice of the unvoiced.

Translated into English by a senior teacher Rzaeva R.K.

* Ernazar-alakoz – a national hero of the Karakalpak people, the leader of the uprising in the XIX-th century.

Task 2. Answer the following questions.

1. What can you say about the poem’s title?
2. What do you think of the form and shape of the poem?
3. Did you develop your personal mind from the poem?
4. What do you think about feelings, emotions, messages and ideas presented in the poem?
5. Can you suggest examples to some of poetic devices such as similes, metaphors, and images?
6. Can you summarize the main idea of the poem or paraphrase it in a few sentences?
7. What can you say about tenses, vocabulary, word order etc. in the poem?
8. Can you find the meter of the poem or a pattern of stressed and unstressed syllables?
9. What does “all string of duta” mean?
10. How do you explain “the voice of kindness and dream”?
11. What is the author going to tell by the line “You’re not as well-known as Byron”?
12. What relations can you find with the fate of the Karakalpak People and Berdakh?
13. Did you like the poem? Why/ Why not?

Task 3. Identify the poetic devices and define how they express the poem’s message.

For example: “You are a song” This is reckoned as metaphor.

Simile – a comparison of two unlike things. It is expressed like and as.

Metaphor – a comparison of two unlike things.

Oxymoron – a figure of speech including words that seem to contradict each other. e.g. a pointless point of view, Open secret, Sweet sorrow.

Alliteration – repeating of initial consonant sounds in words such as “range and ready.”

Personification – a figure of speech to describe an animal, object, or idea with human qualities.

“When well-appareled April on the heel
Of limping winter treads.”

Imagery – use of figurative language to represent objects, actions, and ideas. e.g. “The sky was dark and gloomy, the air was damp and raw, the streets were wet and sloppy.”

Simile _____

Metaphor _____

Oxymoron _____

Alliteration _____

Personification _____

Imagery _____

Task 4. Look at the picture and describe Ernazar-Akloz, national hero of Karakalpak people using simile, metaphor, oxymoron.

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REZYUME

Maqolada tilni o'rganish darslarida adabiy asarlarni o'qitish, uning o'quvchilarda motivatsiyani rivojlantirishdagi o'rni va ingliz tili darslarida qoraqalpoq yozuvchilari asarlarini o'qitishning uslubiy jihatlari to'g'risida tartibli fikrlar bayon etilgan.

PEZIOME

В статье рассматривается структурное изучение преподавания литературных произведений на уроках при изучении языка, его роль в развитии мотивации обучающихся и методологические аспекты преподавания произведений каракалпакских писателей на уроках английского языка

SUMMARY

The article deals with structural studying about teaching literary works in language learning classes, its role in developing learner motivation and the methodological points of teaching the works of Karakalpak writers in English classes.

KONSTRUKTIV MASALALAR YECHISH VOSITASIDA BO'LAJAK BOSHLANG'ICH SINIF O'QITUVCHILARINING MATEMATIK KOMPETENTLIGINI RIVOJLANTIRISH

B.T. Ismoilov - o'qituvchi

Termiz davlat universiteti

Tayanch so'zlar: konstruksiya, kub, parallelepiped, yig'indining kubi, kublar ayirmasi.

Ключевые слова: конструкция, куб, параллелепипед, куб суммы, разность кубов.

Key words: construction, cube, parallelepiped, cube of sum, difference of cubes.

Konstruktiv masalalar yechish jarayonida talabalar matematik bilimlarni o'rganadigan fanlar ichida asosiylaridan biri matematika hisoblanadi. Ularga matematikani o'qitishda sezilarli o'zgarishlar ro'y beryapti. Boshlang'ich sinf matematikasining rivojlantirish vazifasini kuchaytirishga e'tibor qaratilyapti. Hozirgi paytda boshlang'ich sinfdagi bir nechta dasturlardan (M. Axmedov va boshq. N. U. Bikbayeva, E. Yangiboyeva va boshqalar) foydalanilmoqda. Konstruktiv masalalar yechish jarayonida talabalar matematik bilimlarini rivojlantirishga yo'naltirilgan, yangi paydo bo'lgan muqobil darsliklarda vazifalar soni ko'paytirilgan; bu vazifalarda yechishning boshqa usulini topish, berilgan shartga boshqa savol qo'yish va hokazolar talab qilinadi. L. Sh. Levinbergning fikricha, masalani yechishda xilma-xil variantlarni qo'llashni, yechim usullarini birma-bir ko'rib chiqish natijasidagi muqobillik oldindan ma'lum usullarni qo'shib ishlatish o'quvchilarning ijodiy shaxs sifatida rivojlanishiga ko'proq yordam beradi [2].

Shu bilan bir qatorda, L. Sh. Levinberg, E. Yangiboyeva, T. P. To'laganov, G. D. Gleyzer, A. M. Pishkalovlarning takidlashicha, aynan geometrik material o'zining geometrik topshiriqlar yechimiga ko'rgazmali va ijodiy yondashuvlari evaziga boshlang'ich sinf o'quvchisining shaxs sifatida rivojlanishiga ko'maklashadi [3].

Ushbu jarayonning nechog'lik ustuvorligi O'zbekiston Respublikasi Prezidentining 07.05.2020 yildagi, N PQ-4708 "Matematika sohasidagi ta'lim sifatini oshirish va ilmiy-tadqiqotlarni rivojlantirish chora-tadbirlari to'g'risida" gi qarorida ham o'z aksini topgan [1].

Sh. A. Alimov va boshqalar tomonidan yaratilgan umumiy o'rta ta'lim maktablarining 7-sinfi uchun "algebra" darsligida, taqiqot ishimizga doir quyidagi jummalarni uchramiz.

$(a + b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$ formulaga qanday geometrik ma'no bera olasiz?

Nuqtalar o'rniga mos so'zlarni qo'ying.

Qirrasining uzunligi a va b bo'lgan ... yasaymiz. O'lchamlari $a \times a \times b$ va $a \times b \times b$ bo'lgan ... yasaymiz. Ularni shunday taxlaymizki, ... hosil bo'ladi [4.113].

Maqolada bo'lajak boshlang'ich sinf o'qituvchilariga nuqtalar o'rniga mos so'zlarni topishlarida tavsiyalar keltirilgan. Agar nuqtalarni to'ldirib chiqadigan bo'lsak, quyidagicha jumalar hosil bo'ladi.

Javob. Qirrasining uzunligi a va b bo'lgan *kublarni* yasaymiz. O'lchamlari $a \times a \times b$ va $a \times b \times b$ bo'lgan *3 donadan qilib parallelepipedlarni* yasaymiz. Ularni shunday taxlaymizki, *natijada $a + b$ o'lchamli yagona kub* hosil bo'ladi.