

1 ball – matndan kerakli ma'lumotlarni ajrata oladi.
Jadvalga kerakli so'zlarni to'g'ri joylashtirgan.

0 ball – boshqa javoblar to'liq emas.

4-topshiriq

Ahamiyati: ma'lumotlarni qiyoslash

Topshiriqning qiyinlik darajasi (O'qish savodxonligi): 2

1 ball – javobda so'zlarning ma'nosi to'g'ri anglangan holda bayon qilingan.

0 ball – boshqa javoblar to'liq emas

5-topshiriq

Ahamiyati: ma'lumot izlash

Topshiriqning qiyinlik darajasi (O'qish savodxonligi): 1

1 ball – javobda talab etilgan ma'lumot o'rni to'g'ri aniqlangan.

0 ball – boshqa javoblar to'liq emas [4].

Xulosa o'rnida shuni aytish mumkinki, she'riy matnlar inson tafakkurini sayqallashtiradigan, teran fikrlashga undaydigan obrazli fikrlash ko'nikmasini tarkib toptiradigan muhim xususiyatga ega. Hatto aniq va tabiiy fanlar bo'yicha tadqiqot, ijodiy faoliyat olib boruvchilar ham adabiyotdan, badiiy matnlardan ma'naviy quvvat, fikr oladi. Shu ma'noda she'riy matnlarni teran anglash uchun uni o'qiy olish, yashirin ma'nolarni ilg'ay olishga o'rgatish lozim. Bularning barchasi o'qish savodxonligini rivojlantiruvchi topshiriqlarga bevosita bog'liq.

Adabiyotlar

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REZYUME

Maqolada ona tili va adabiyot mashg'ulotlarida foydalaniladigan PISA o'quv topshiriqlarini ishlab chiqish, ulardan foydalanish, matn mazmunini idrok ettiruvchi, shuningdek, ularning shakllanganlik darajasini baholovchi topshiriqlar tizimi haqida fikr yuritilgan.

РЕЗЮМЕ

В статье рассматриваются вопросы разработки, использования специальных учебных заданий, используемых на уроках родного языка и литературы, система заданий, отражающих содержание текста, а также оценивающих степень их сформированности.

SUMMARY

The article deals with the development and use of special educational tasks used in the lessons of the native language and literature, the system of tasks that reflect the content of the text, as well as assess the degree of their formation.

IMPROVING THE PEDAGOGICAL MECHANISM OF DEVELOPING STUDENTS' CULTURE OF INTERETHNIC COMMUNICATION ON THE BASIS OF A BILINGUAL APPROACH

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Tayanch so'zlar: ikki tilli yondashuv, madaniyat, millatlararo muloqot, bag'rikenglik, madaniyatlararo muloqot.

Ключевые слова: двуязычный подход, культура, межнациональное общение, толерантность, межкультурное общение.

Key words: bilingual approach, culture, interethnic communication, tolerance, intercultural communication.

Most of the countries on the planet are multinational, consequently, the most important condition for government's strength is to form multinational friendly relations on the basis of flexible national policy, foremost in the education sector.

The problem of tolerant attitude of different nations to one another has touched almost everyone, and it is ubiquitous, since the process of globalization is actively and purposefully carried out in the world, which activates migration around the world.

In this case, the formation of a culture of interethnic communication among students is becoming one of the primary tasks of universities [1:59-76]. Among the many subjects taught in high school, a discipline that is designed to prepare students for intercultural interaction, they form a culture of inter-ethnic communication, is "Foreign Language". The very specificity of this school subject, objectives which it pursues, are able to provide an opportunity for the education of students of culture of dialogue with the representatives of other nationalities. Educational and nurtural potential of the discipline can be successfully used to teach students to communicate with representatives of other nations, following all the rules of basic communication, the general principles and requirements of humanistic ethics. On this basis, to develop in them a culture of communication with representatives of other nationalities, to develop empathy, to bring up national pride and ethno-cultural tolerance.

Therefore, at the modern level, in the context of world globalization and integration, education and training in the spirit of tolerance for the culture of various ethnic groups is necessary, and this is possible only within the framework of

improving the pedagogical mechanism for the development of a culture of interethnic communication among students, which is based on a bilingual approach.

It is very important for a modern government to get not only a qualified specialist, but also a cultured person, capable of quick adaptation in the new constantly changing conditions of life, and ready for self-improvement. This is quite possible, only it is necessary to use the bilingual approach more actively, which is intended to create such a favorable socio-psychological environment in educational institutions where each student, regardless of his identity, has the same opportunities for realizing his constitutional right to receive of equal education, for the realization of their potential chances and social development within the period of study.

The range of tasks of a modern specialist requires not just proficiency in a foreign language in a special field, but the ability to solve professional problems in a multilingual professional environment, i.e. to have a high level of formation of bilingual competence, which is multi-component.

From these positions, the use of bilingual approach as a basis is the most effective means of forming a culture of interethnic communication, which, among other things, is formed in the conditions of bilingual competence of future specialists. This, in turn, is focused on systematic lessons on the acquisition of a foreign language, which are aimed not only at the linguistic component of this competence, i.e. knowledge of special terms and translation of texts in a special field, but also at the formation of meaningful professionally oriented communication and the ability to understand the cultural code of other people.

The result of bilingual education of students at each stage is a given level of formation not only professional

competencies, but also intercultural interaction.

According to experts, increasing the efficiency of the process of applying the bilingual approach in a particular university is facilitated, firstly, by creating a bilingual educational environment in the university, which is hugely adapted for student perception, and secondly, the adaptation of students to their further language development through the formation of a culture of interethnic communication, thirdly, teaching students to apply the knowledge gained in the conditions of foreign language communication and to form their ability to analyze and evaluate in conditions of regular interethnic communication.

The multiculturalism, multilingualism of the modern world is an irrefutable reality today.

Knowledge of languages was popular not only during the Enlightenment, but also in the Russian Empire in the 18th century there were examples of bilingual educational institutions (Smolny Institute, women's gymnasiums and boarding schools, the Simferopol public school, the Khusainiya, Ish-Bubi, Galia madrasahs, etc.), many of graduates were highly educated and moralists.

The theoretical and practical experience gained over the centuries carries a great didactic potential that should be used in designing and implementing of modern models of bilingual education.

As noted by E.S. Pavlova, from the beginning of the 90s of the XX century, bilingual education is a leading direction of educational policy in many countries of the world [2:155].

According to L.L. Salekhova, there are four national models of bilingual education: Canadian, American (H. Barrick, M. Sven, H. Hammerli, et al.), German (H. Christ, et al.) and a pan-European concept - "Euroschoo". [3:24].

According to observations of Shirina A.G., in Russia in the "burst" of the aspiration for an open society and integration into the international and European cultural and educational field, the first experience of bilingual education has happened, scientific and methodological centers on this problem are being created, and there is a natural interest in countries that are followers of the movement of bilingual schools [4:155].

These include Belgium, Switzerland, and Canada, where the usual bilingual environment has existed for a long time. For example, in the USA, where an intensified move is to unite representatives of different national groups.

The studies were reflected in a number of sources showing professionally oriented teaching of a foreign language. For example, I.E. Bryksina developed a concept of forming bilingual competence of specialists ensuring the synthesis of linguistic, objective and intercultural components in preparing students for professional work and the concept is the basis for the internationalization of higher education in line with the Bologna process [5:386].

As part of forming a multicultural linguistic personality through Internet communication, L.P. Khalyapina developed a system of this process [6:426].

The researchers conclude: multilingual education and the received multilingual education have a great personal incentive, which contributes to the formation of not only polylingual skills of students, but also the formation of a culture of interethnic communication.

Thus, in addition to linguistic reflection, linguistic intelligence, linguistic intuition, etc., the skills necessary for establishing contacts in a multinational environment at the workplace are formed.

In fact, the second foreign language contributes to the formation of bilingual competence, its transformation into a metalanguage characteristic of a person, with a high level of abstraction, analytics, systematization, which are new qualitative transformations in the development of a linguistic personality [7:155].

For the modern period of development of current society, the special significance of bilingual education lies in its philosophical and pedagogical foundations: tolerance for dissidence, rejection of prevailed stereotypes, the desire for a wide exchange of values and ideas, dialogue of cultures.

Bilingual education, being a means of obtaining education, is also a process of forming a personality open to interactions with the outside world. In addition, in line with the Bologna process, it is a reliable basis for internationalization of higher education.

Besides, the important condition for effective bilingual education is a high level of competence of a university teacher, both in the subject area and in the language, which makes specialized requirements for the process of professional education.

Bilingual education will ensure the formation of a communicative-oriented personality in future specialists, capable of intercultural communication.

"Bilingual competence, as an integral characteristic of a specialist's personality, includes both a linguistic aspect implemented on the example of professional information, taking into account the specifics of specialist's thesaurus quality, and the acquisition of certain standards of behavior by students in a multilingual professional environment, and disclosing the structure of competence, reflecting the communicative component, organizational behavior, aspects of self-development in a foreign language professional work, the systematic implementation of professional functions in a foreign language field" [8:24].

The language reflects views of a native speaker and is in constant development. "Teaching a foreign language as well as special disciplines in a bilingual education has a number of specific features. First, the second language is artificial, in contrast to the international experience of bilingual education, where bilingualism is natural (or teaching is carried out according to the "partial immersion" method). Second, students have a heterogeneous level of foreign language proficiency. Therefore, the use of a foreign language not as a goal of learning, but as a means, an instrument of cognition, a means of professional communication within the framework of teaching sessions encounters certain difficulties. In this regard, there is a need for a psychological and pedagogical validation of conditions for effective teaching specialists studying in a bilingual mode. One of these conditions is to form a positive motivation for students to master a foreign language" [9:44-45].

The present stage of reforming higher professional education can be defined as rapidly developing innovative and technological processes aimed at integration with the global education.

Under these conditions, the actualization of bilingual education is hyper actual, when the learning foreign language, simultaneously with the native language, acts as a way of recognizing and understanding the surrounding multinational world, as well as developing specialized knowledge, self-education, multinational and intercultural interaction contributing to the formation of a culture of interethnic communication.

"The use of a foreign language as a way of comprehending the world of special knowledge, familiarizing with the culture of different nations, a dialogue of different cultures, contributing to people's awareness of belonging not only to their country and civilization, but also to the wide cultural community - all these ideas are important for Russian higher education." [10:226].

Thus, teaching future specialists to implement intercultural communication, the task is to educate a bicultural personality.

The tasks can be solved effectively through organizing the process of forming bilingual competence among future specialists, which determines the student's ability to enrich the knowledge and experience that he acquires first in his

native language and in subsequent professional training the knowledge and experience of foreign countries in a foreign language.

The bilingual form of teaching a foreign language is an important approach to mastering the foreign language, when the subject of study is the reorganization of the speech mechanisms of the student's personality and the use of the ways of switching from one language to another. Great attention in bilingual learning is given to the development of memory.

Bilingual education is the simultaneous teaching in a unified theory in parallel to two languages. Scientists studying the phenomenon of bilingualism believe that this training

affects not only directly the formation of students' speech, but has a diversified effect on the development of intellectual qualities.

Bilingual education involves the creation of an approving environment for development of mental qualities necessary for the evolution of thinking, the accelerated development of the intellect of speech and mental activity, as well as broadening one's horizons. By communicating with foreigners, the student acquires a good incentive and impetus for the formation of curiosity and an intellectual, linguistic outlook, which, in turn, leads to the formation of a culture of interethnic communication.

References

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PE3IOME

Ushbu maqola ikki tilli yondashuv asosida talabalar o'rtasida millatlararo muloqot madaniyatini rivojlantirish masalalariga bag'ishlangan. Maqolaning maqsadi ikki tilli talabalar o'rtasida millatlararo muloqotning pedagogik mexanizmini takomillashtirishdir. Ishda bilngval yondashuvini Rossiya Federatsiyasi va O'zbekistonda qo'llash bo'yicha qiyosiy tahlil usuli qo'llanilgan. Shunday qilib, bu pedagogik sohadagi tadqiqotchilar uchun aniq hissani anglatadi.

PE3IOME

В данной статье речь идет о развитии у студентов культуры межнационального общения на основе билингвального подхода. Целью статьи является процесс совершенствования педагогического механизма межнационального общения у студентов билингвистов. В работе использован метод сравнительного анализа по применению билингвального подхода в Российской Федерации и в Узбекистане. Тем самым представляет собой определенный вклад для исследователей педагогической сферы.

SUMMARY

In this article we discuss development of intercultural communication among students based on bilingual method. The aim of the article is to improve the process of pedagogical mechanism for better intercultural communications among bilingual students. Comparative analysis has been used based on RF and Uz and their appliance of bilingual method. Therefore this article may represent a value for researchers in pedagogical sphere.