

reaksiyani ingliz tilida qanday aytilishini so'rasangiz, darrov qiziqish boshqacharoq bo'ladi va ular taxminan bo'lsada fikrlarini ayta boshlashadi. Masalan, birikish reaksiyasida ikkita yoki uchta moddadan bitta yangi modda hosil bo'ladi. Birikish reaksiyasi ingliz tilida addition, ajralib chiqish reaksiyasi esa-elimination, qayta guruhlash reaksiyasi esa-rearrangement deyiladi [5].

Ayniqsa, reaksiya mexanizmlarini tushuntirilayotganda II bosqich o'quvchilariga S_{N1} va S_{N2} qisqartmalari qo'llaniladi va ular monomolekulyar va bimolekulyar nukleofil' almashinish reaksiyalarini bildirishini har bir o'qituvchi aytdi, lekin S_{N1} -S-substitution N-nukleofilik 1-monomolekulyar-ya'ni monomolekulyar nukleofil' almashinish, S_{N2} -S-substitution N-nukleofilik 2-bimolekulyar nukleofil' almashinish so'zlaridan kelib chiqqanligini izohlasa, talaba bu so'zlarning ma'nosini unutmaydi va ingliz tilidan kelib chiqqanligini va fanni chuqur bilish uchun ingliz tilini bilish zarurligini anglab yetadi. Bu albatta, o'z-o'zidan kimyo fanini o'rganishga bo'lgan motivatsiyani kuchaytiradi.

Moddalarini nomlashda xalqaro IUPAK qoidalari qo'llaniladi. IUPAK -International Union of Pure and Applied Chemistry, ya'ni International-xalqaro, Union – ittifoq, Applied-amaliy, Chemistry-kimyo Pure-toza (sof) ya'ni sof va amaliy kimyoning xalqaro ittifoqi deb tarjima

qilinsa, shunda bu so'zlarning ma'nosi va kelib chiqishi darrov tushunarli bo'ladi.

Davriy sistemani organish jarayonida agar oquvchilarning bilim saviyasi birmuncha yuqori bolsa, ma'lum tushunchalardan tashkil topgan to'liq gaplarning ham ingliz tilida qanday aytilishini so'rasa boladi. Masalan: D.I.Mendeleevning kimyoviy elementlar davriy sistemasi - Периодическая система химических элементов Д.И.Менделеева - Periodik Table of Elements; Katta va kichik davrlar – Периоды большие и малые - Large and small periods; Gruppalar va gruppachalar – Группы и подгруппы - Groups and subgroups; Kimyoviy elementlarning belgilari – Символы химических элементов - Symbols of chemical elements [6].

1. Fanlararo bog'lanishdan foydalanib, nafaqat kimyoni o'rgatishda motivatsion jarayonlardan foydalanamiz, balki kimyoni chuqur o'rgatish jarayonida, xorijiy tillarni o'rgatish oson bo'lishiga ham erishiladi.

2. Bizningcha, ma'lum bir fanni chuqur egallab, shu fan orqali xorijiy tillarni o'rgatish ancha- muncha osonlashadi. Ba'zi talabalar kimyoni yaxshi o'rganib, keyin shu masalalarning ruscha muqobillarini ko'rib chiqib, shunday yo'l bilan ruschani o'rganganliklariga guvoh bo'lishimiz mumkin. Chunki kimyo tili internatsional til bo'lib, tushuncha va atamalarining ko'pchiligi yevropa tillaridan kelib chiqqan.

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REZYUME

Ushbu maqolada ingliz tili xorijiy til hisoblanmish guruhlarda kimyo fanini o'qitishda ingliz tilining motivatsion vosita sifatidagi ahamiyati yoritilgan. Shuningdek, asosiy fan va tilni integratsiyalashtirish bu kimyo singari fanni xorijiy til orqali o'rganishda va xorijiy tilni aloxida fanlarni o'rganish jarayonida o'zlashtirishning asosi ekanligi aks etgan.

РЕЗЮМЕ

В статье обсуждается значимость английского языка как мотивационное средство в обучении химии в классах где английский язык считается иностранным языком. А также, в статье выражается мысль о том, что отдельные предметы и языка интегрирование стали как основа в изображение и в изучение другого предмета как химия с помощью иностранного языка изучать иностранный язык в процессе изучения отдельного предмета.

SUMMARY

The article analyzes the importance of the English language as a motivational tool in teaching chemistry in EFL classes. In addition, it shows that content and language integrated learning has become the umbrella term describing both learning another subject such as chemistry through the medium of a foreign language and learning a foreign language by studying a content-based subject.

TEACHING READING IN A FOREIGN LANGUAGE IN ESP

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Tayanch so'zlar: davlat ta'lim standarti, bahona, ko'rib chiqishni o'qish, kirish o'qish.

Ключевые слова: государственный образовательный стандарт, предлог, обзорное чтение, вводное чтение.

Key words: State Educational Standard, pretext, review reading, introductory reading.

Reading begins only from the moment when a person, looking at the letters, is able to pronounce, or remember, a certain word corresponding to the combination of these letters [3].

The development of reading skills is a leading component in the formation of communicative competence, which, in accordance with the provisions of the State Educational Standard, is one of the main goals of teaching foreign languages.

In the method of teaching foreign languages, there are several definitions of the concept of reading. In the dictionary of methodological terms E.G.Azimov and A.N.Shchukin define reading as one of the receptive types of speech activities aimed at the perception and understanding of the written text [1].

Here we are going to learn stages of work on the text and work on the text is based on the following stages:

1. Pretext - awakening and stimulating motivation to work with the text; updating the personal experience of students by attracting knowledge from other educational

areas of school subjects; predicting the content of the text based on the knowledge of students, their life experience, on the title and pictures, etc. (formation of predictive skills). One important rule must be observed here: all preliminary work on the text should not relate to its content, otherwise schoolchildren will not be interested in reading it, since they will no longer find anything new for themselves in this text.

At the first stages of working with the text, the teacher should make it easier for students to understand the content and show them a number of important strategic points in working on an authentic text: determine before reading by the title and (or) by the structure of the text, by the pictures accompanying the text, to what type (type) this text refers (for example, a recipe or a newspaper ad); what or who can it be about. In order for students to be able to see, first of all, familiar phenomena in the text, they can be offered tasks in searching and underlining known words in an unfamiliar text, as well as words whose meaning can be guessed, and asked to predict the content (in their native or

foreign languages) based on the underlined words,

2. Reading the text (its individual parts) in order to solve a specific communicative task, formulated in the assignment to the text and set by the student before reading the text itself. The object of the reading control should be his understanding (the result of the activity). At the same time, the control of reading comprehension should be associated both with the communicative tasks that are posed to the students and with the type of reading. If we are talking about working with authentic literary text or informational text, then they are intended to work on all types of reading. So, for example, the first reading of a literary text can be associated with understanding the basic information: determining its main idea, theme, problem, etc.; search (underline / write out) main information; establishing logical and semantic links (drawing up a plan, tables, diagrams), etc.

Rereading the text can guide students in understanding and grading details, etc. As for pragmatic texts, a number of them should be used for search reading (city map), others - for complete understanding (recipes, instructions), and others - for introductory reading (signs, announcements, etc.).

An important role in managing the process of understanding the content of the text (especially at the initial stage) is played by tasks for the purposeful search for information and its written fixation (filling in various kinds of tables: the names of the characters, the actions they perform, their characteristics, etc.).

At this stage, the following rule should apply: it is inappropriate to read the same text many times, because if the content of the text is known, then its reading loses its communicative meaning (in this case, we are dealing with a formal exercise, and not with communication). Repeated reading is advisable only if we are talking about the search for additional, clarifying information.

3. Post-textual - the use of the content of the text to develop the ability of schoolchildren to express their thoughts in oral and written speech. The exercises offered at this stage are aimed at developing the skills of the reproductive plan, reproductive-productive and productive.

The first group of exercises is associated with reproducing the material of the text based on its keywords, supporting sentences, its shortened or simplified version. Students are offered tasks in creative text processing: dividing the text into semantic milestones; drawing up a plan for each part and writing out supporting sentences for each point of the plan; reduction or simplification of the text for better reproduction, etc.

The second group of exercises is associated with the development of skills of a reproductive-productive nature, i.e. the ability to reproduce and interpret the content of the text in the context of the problems raised in it; express your opinion on them (including based on arguments from the text); evaluate the information contained in the text in terms of its significance for the student; report what the new student has learned from the text, etc.

The purpose of the third group of exercises is to develop productive skills that allow students to use the information received in situations that simulate authentic communication (role play), and in situations of natural communication, when the student acts "on his own behalf" (justification of the position of the heroes / author; discussion on the problem raised in the text; writing a review / review of the text; drawing up a continuation of the story / story, etc.);

As you can see, the text is the basis for the development of students' skills to express their thoughts orally and in writing. Students answer questions about the text, comment on its content, express their point of view on the information received, make up a written version of their own; Hext, etc. In this sense, the text (and above all printed) is assigned a central role in the educational process.

According to E.A.Maslyko and P.K.Babinskaya re

searching, reading has different types such as: [2]

1. *Review reading* - involves getting a general idea of the material being read.

2. *Introductory reading* - cognitive reading, in which the subject of the reader's attention is the entire speech work without an intention to receive certain information

3. *Studying reading* - the most complete and accurate understanding of all information contained in the text and its critical understanding

4. *Search reading* - reading newspapers and literature in the specialty, quickly finding certain data in the text.

Sequence of types of reading

a) introductory - studying - viewing - searching

b) studying - introductory - viewing - search (more effective option, because it prepares to a greater extent all other types of reading)

Teaching the student to read pre-text stage one have to understand these given points:

Exercises to correlate the meaning of a word with a topic (situation, context):

- Fill in the gaps in the sentence with one of the specified words

- Find and replace words in the sentence that do not fit the meaning

- Perform partial translation of sentences into your native language

- Try to understand the meaning of the highlighted words in context

- In each group of words, find the one with the most common meaning

- In each group of words, find one that does not belong in meaning to this group

- Read sentences and translate difficult words without a dictionary

- Name the word with which all words of this thematic series are associated, etc.

Exercises to expand vocabulary:

- Compare the same root words and highlight a common stem in them

- Indicate the models by which the following derivative words are formed, determine their meaning

- Select common root words from the text and indicate their meanings

- Write out words from the text that have a common root

- Find in the text and write down nouns formed from verbs, etc.

Exercises for the recognition and differentiation of grammatical phenomena:

- Select from the given sentences those that contain a passive voice (tense subordinate clauses, complex addition, etc.), explain by what signs you have established the grammatical form.

- Find the subject related to the selected predicate and definitions related to this noun

- Highlight the semantic verb in the compound predicate and give the translation of the latter

- Mark up syntagmas in sentences

- Fill in the blanks with unions, in accordance with the meaning of the sentences

- While listening to the announcer's reading, underline in your copy of the text the words he is stressing (logical stress)

Exercises on the perception and understanding of the sentence as an integral semantic structure:

- Check offers that are equivalent to foreign

- Enter the correct translation of sentences

- Check suggestions related to one topic

- Read each sentence aloud twice, changing the logical stress, explain how the meaning of the sentence has changed

- Mark sentences that express the same thing with a plus, others with a minus
- For each sentence, find the corresponding proverb, a sentence that has the same meaning
- Determine the author's attitude to what is expressed in the proposal
- Find sentences in the text that express the same thought
- Read the sentences to yourself and mark the opposite in meaning

Exercises for highlighting keywords, topics and reams in sentences:

- In each sentence, underline the part that communicates about something or someone, and the part that communicates new
- Underline a keyword in each sentence
- Underline words in the text that can be omitted without prejudice to the meaning
- Read the sentences, express the same thought in a different way
- Read the paragraph and find a sentence that expresses an assessment of the character's behavior
- Read aloud the sentences that talk about ...
- Indicate in the text of the proposal, between which there is a relationship of opposition

Exercises on language guess:

- Determine by formal signs which parts of speech are the selected words
- Decompose a difficult word into its constituent elements
- Group words with the same root and guess their meaning
- Using these words fill in the gaps in the sentences, taking into account the meanings of the prefixes (suffixes)
- Read sentences, guess the meaning of highlighted words
- Determine the meanings of words by their phonetic, graphic similarity with Russian words
- Determine the meanings of derived words, check yourself with a dictionary
- Read the text and guess which parts of words, words are missing
- What are the phrases that can replace verbs that are close in meaning ...

Exercises on forecasting at the language level:

- Read aloud only those parts of the sentence that can

be used to answer the teacher's questions

- Find nouns in the table that can be used with these adjectives

- Make sentences using words ..
- Find the end of each of the above sentences in the test
- For each sentence, find in the text the second one that is related to it in meaning
- Come up with a sentence that is logically related to the spoken teacher

Exercises in predicting the content of the read:

- Read the title and tell me what the text will be about
- Read the first sentences of the paragraphs and tell me what issues will be addressed in the text
- Read the last sentence of the paragraph and tell me what content may precede this conclusion
- Study the outline of the text and guess its content
- Recover text from data in random order and numbered paragraphs
- Try to restore missing punctuation in the text
- Tell me if these paragraphs are inherent in the unity and logic of presentation

Mastering full-fledged reading skills for students is the most important condition for successful learning English at school; at the same time, reading is one of the main ways of acquiring information outside of school time, one of the channels of comprehensive influence on schoolchildren. As a special kind of activity, reading presents extremely great opportunities for the mental, aesthetic and speech development of students. In order for reading in a foreign language to contribute to the development of the cognitive interest of students, it is necessary to take into account the cognitive needs, age and individual psychological characteristics of children; to include schoolchildren in active creative activity through the use of active teaching methods; give them the opportunity to show independence and initiative; teach to overcome difficulties in learning activities. Appropriately selected texts and assignments to them contribute to the development of schoolchildren's interest in reading in a foreign language, which in turn is an important factor in the successful mastery of this type of speech activity. Purposeful use of texts selected in accordance with the cognitive interests of children in a foreign language lesson and in extracurricular work on the subject allows us to judge the increased interest of students in the subject, about the improvement of reading technique and a deeper understanding of foreign language texts.

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REZYUME

Ushbu maqolada biz o'qishning o'rni, noma'lum matnlarning ma'lumotlarini tahlil qilish turlari va osonligini ko'rib chiqdik. O'qish chet tilini o'rganish jarayonida eng muhim rollardan birini o'ynaydi. O'qish qobiliyatiga ega bo'lish, avvalambor, ular ko'rsatadigan so'zlarni aniq talaffuz qilishdir.

РЕЗЮМЕ

В этой статье мы рассмотрели роль чтения, типов и легкости анализа данных неизвестных текстов. Чтение играет одну из важнейших ролей в процессе изучения иностранного языка. Уметь читать - это, прежде всего, уметь угадывать по буквам о словах, которые они обозначают.

SUMMARY

In this article we observed role of reading, types and easy analyzing of the given unknown texts. Reading plays one of the most important roles in the process of learning a foreign language. To be able to read means, first of all, to be able to guess by letter about the words that are designated by them.