

ornata alıwına da baylanıslı. Oqıtıwshınıń sóylew mádeniyatı bolmasa, onıń oqıwshıları aldındaǵı abıroyı tómenlep, tárbıyalıq tásir kúshi azayadı. Sol sebepli, pedagog pedagogikalıq baǵdar alıwshılıq xızmetine hám tálim-tárbıyalıq birge islesiwde atqaratuǵın ózine tán ózgesheliklerin bilip alıwı zárúr. Oqıwshılardı sabaq barısında márápatlaw arqalı da kóplegen jetiskenliklerge erisiwge boladı. Biraq ayırım oqıwshılar márápatlawdı qáte túsiniw, sabaqqa biyparwa bolıp qalıwı da múmkin. Sebebi, oqıwshıǵa sen bunı bileseń, túsineseń, sen ushın bul qıyın emes sıyaqlı sózlerdi kóp aytsaq, oqıwshıda men hámmesin bilemen degen túsiniw qalıpsıw, átirapındaǵılardan ózin joqarı qoyıw sezimi payda bolıwı menen birge sabaqqa bolǵan qızıǵıwshılıǵı páseyip baradı. Márápatlawdıń unamlı tárepı bolsa, oqıwshılarda óz kúshine, qábiletlerine

isenim, oqıwǵa hám jaqsı bolıwǵa iytermelewshi kúsh payda etedi.

Juwmaqlap aytqanıwızda, baslawısh klass oqıtıwshılarınıń sóylew mádeniyatı jaqsı hám durıs qalıpsıwı ushın oqıtıwshılar óz ústinde izlenip barıwları lazım. Sóylew mádeniyatı degenimiz social-insaniylıq mádeniyatı sáwlelendiriwshi ayna desek qátelespeymiz. Sóylew mádeniyatın saqlap qalıwımız ushın biz sheshenlik óneri sırların úyreniwimiz, ádebiy kitaplardı kóbirek oqıwımız, óz pikirimizdi jetkerip beriwde til bilimi qurallarınan maqsetke muwapıq paydalanıwımız, barlıq taraw xızmetkerleri ushın turmıs zárúrligi bolıp tabıladı. Oqıtıwshınıń sóylew mádeniyatı pedagogikalıq kategoriya bolıp, oqıwshınıń bilim alıwı, tálim-tárbıyası da usı sóylew mádeniyatınan kelip shıqqan halda ámelge asıraladı.

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РЕЗЮМЕ. Мақоллада о'қитувчининг notiqlik va nutq madaniyatini rivojlantirishga qaratilgan tushunchalarning mazmuni, nazariy asoslari, tahlillari keltirib o'tilgan.

РЕЗЮМЕ. В статье представлены содержание, теоретические основы и анализ концепций, направленных на развитие красноречия и культуры речи учителя.

SUMMARY. The article are presented the content, theoretical foundations, and analysis of the concepts aimed at developing the teacher's eloquence and speech culture.

CHALLENGES ESP TEACHING IN MIXED-ABILITY CLASSES

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Tayanch so'zlar: muammolar, turli darajali, motivatsiya, inglís tili chet tili sifatida, yondashuv, kommunikativ kompetensiya, baholash.

Ключевые слова: проблемы, разноуровневый, мотивация, английский язык как иностранный, подход, коммуникативная компетенция, оценка.

Key words: challenges, mixed-ability, motivation, English for specific purpose, approach, communicative competence, assessment.

Working as a teacher of English in mixed-ability classes is one of the biggest challenges for ESP (English for Specific Purposes) teachers. The teacher has to face 25-30 students at a time who are not all alike when it comes to learning any more than they are alike in size, personality, hobbies or likes and dislikes. The teacher meets these mixed-ability classes each day. Mixed-ability classes means classes where students differ greatly in ability, motivation for learning English, needs, interests, educational background, styles of learning, anxiety, experiences and so on (Ainslie, 1994). All teachers have to face the challenge of mixed-ability classes because, according to Tomlinson (1999), Berry & Williams (2002) and Shank (1995), all ESP classes are multi-level, even those not officially designated as such: for example, one student may be strong in speaking skills while another strong in reading. Some classes can be more multileveled than others and therefore more challenging for the teacher, but all classes are mixed-ability classes.

Baker (2002) argues that it is not just the fact that there are many students in a class, but that all of them are at so many different ability levels that provides the biggest challenge. She further claims that in mixed-ability classes it can be difficult to keep the attention of all students. Their motivation can be poor and the teacher can feel frustrated because he/she does not have enough time to help the weaker students. In addition to the above mentioned challenges students have their own way of learning, and the weaker ones probably have more difficulties working in a noisy atmosphere since they are usually more easily distracted (Kelly, 1974). A mixed-ability class can seem uncooperative, the students can get bored easily and this can cause commotion in the classroom. Planning the lesson and making work-material can take too much time for the teacher and the planned material is often too easy or too difficult for the students. This may make the teacher feel inadequate and unable to cope with the class (Hess, 2001). Since

course books are always homogenous – aimed at one kind of learner with no options or flexibility, it is necessary to adapt materials to the needs of all learners. A huge problem that we must not forget, according to Bowman (1992), is the teacher's unawareness of the need for a new approach to deal with the mixed-ability class. The use of pair and group work is essential if you are to involve all the members of the class. A fundamental technique here is the use of questionnaires and interviews. By pairing off the weaker and stronger students and by involving both in the preparation and implementation of the questionnaire you should ensure maximum participation of all the students. You can then get the weaker students to interview their stronger peers and vice-versa. Of course, this may be frustrating for the stronger students, but if they are able to see their role as that of 'helper', or even mentor, it may also have a positive effect.

Tomlinson (1999) argues that grouping students into one "slow" and one "fast" separate class has been researched, and studies show that students do not improve enough to fit into a typical class, and that they stay remedial. There are both positive and negative sides to grouping students. One positive side is that the lesson can be easier to plan and manage in some ways since the teacher does not have such a wide range of abilities to deal with. On the other hand to separate the slow learners can do harm to their social and emotional difficulties because by being placed in a "slow class" they can think of themselves as different, difficult, inferior or other negative terms (Kelly, 1974).

It is important for teachers to create a relaxed, positive atmosphere in the classroom where learners feel confident and able to perform to the best of their ability. There is a strong connection between a good classroom atmosphere and having good behaviour management. This will create a good learning situation. In order to create a good environment it is vital for a teacher to form a good relationship between him/herself and the students. Examples of how to

do that are to learn the students' names as quickly as possible, as well as learn about their lives, what they like/do not like, interests and difficulties. This should be started as early as possible in a new course, for example by writing a letter to the students and asking them to write back about themselves. This makes the students feel looked upon as individuals and promotes a good relationship (Hess, 2001).

Anxiety can be a barrier for some students according to Brown (2002). Students can be afraid of making mistakes when they write or talk because of the fear of being laughed at. It is important for the teacher not to rely too much on correctness but to focus on communicative competence and create motivating situations with a calm and welcoming environment where the students know that it is normal to make mistakes as it is a part of the learning process. This can lead to less anxiety among the students.

Clear organization is vital in order to create a good atmosphere. The teacher should not just explain what they are going to do each lesson but also why it is important, what they are going to learn and how they are going to work, for example pair work, individual and so on. The teacher should begin each lesson by giving clear instructions to the whole class and end by addressing the whole class to get routines, both daily but also weekly. These routines create a sense of stability and structure which is helpful to many weaker students. Teaching a class too slowly or too quickly may lead to boredom or frustration. The teacher must be aware of his/her learners' abilities and pitch the pace of the lesson accordingly.

For the teacher, assessment is very important, not just after each unit but on a day to day level. This is important because it helps to see how the lesson went and how it can be improved next time by better instructions, group work etc. It is important to let the students be part of assessment by letting them discuss in small groups with the teacher, for example, how an assignment went, what could have been improved and so on. Journal writing, whole class discussion or individual written assessments given to the teacher can also be good ways for the students to give the teacher helpful ideas on how to improve different aspects of teaching. Brown (2002) stresses the importance of helping the students to learn different learning strategies so the students can develop their own study skills that work for them, since all students have their own ways of learning. It can be very helpful to allow the students to create their own study guides for a test and so on. Teachers should also promote cooperation and collaboration, according to Kelly (1974) and Hess (2001). They further argue that teachers should encourage the students to help each other out, to ask classmates for help and give each other feedback on their work because this improves the students' ability to take responsibility for their learning. Goldstein (1998) claims that helping the students plan their work and develop study skills is a good way to increase the students' responsibility for their own learning, which should be the goal for the teacher to attain. Letting the students gradually develop responsibility builds up their self-esteem, and in this process it is important for the teacher to give encouragement and positive feedback.

One of the most important ways to deal with mixed-ability classes is to always give clear information and instructions and to present it in easy, manageable ways. This

contributes to making the students feel it is more meaningful and interesting. Teachers should introduce tasks clearly by using different methods. Teachers should give the students the information in the whole class, and showing an overhead or writing on the board (Kelly, 1974). When explaining something to the students it is very useful to show concrete examples and illustrations. Using several methods to inform the students reinforces their understanding. After they have been given clear instructions it is advisable to give them time to think and discuss with their workmate and then ask questions. The students' own interests and experiences, their own ideas and emotions should be considered when planning lessons. To use activities that are student-centred is one of the solutions to dealing with mixed-ability teaching. The content needs to be relevant for the students, and it needs to be linked to the tasks. This can be done by letting them express their own ideas and describe their own experiences when talking and writing. The teacher should connect what has been worked with to their experiences by asking them to put themselves in the situation they read about, heard or watched. Hess (2001) stresses the importance of students sharing their opinions and relating to their own experiences but also the need for them to share their future plans. Hess argues that it is important to incorporate open-ended questions which relate to what each student thinks about a specific situation, event and so on.

Dörnyei (2001) claims that it is vital for the teacher to show his/her own positive attitude and enthusiasm for what they teach: "...enthusiasm for one's specialization area and the ability to make this enthusiasm public rather than hiding it is one of the most important ingredients of motivationally successful teaching" (p 33). Green (2000) mentions the use of computer tasks to increase motivation, for example programs where students can practice grammar, vocabulary but also using a computer to write letters, e-mails and finding information, and other exercises. "Much has been written about its potential for motivating pupils, especially the less able..." (p67).

Differentiation plays a big part in solving how to motivate the students. Differentiation is needed in three areas of teaching: the material, the process and the product. The material can be differentiated by using articles, short stories, films, radio programs, plays, songs, poems etc. The process means how the students work with the material and can be differentiated by using whole class discussions, pair work, group work, individual work etc. The product includes the way the student show what they have learned, for example through a test or different kinds of presentations etc. Students cannot learn if they are unmotivated as they then feel it is inaccessible. We learn more when what is taught connects to our interests and our own way of learning.

To sum it up, there are several aspects the English language teacher needs to think about when working in a mixed-ability class. Students are very resourceful. They can create problems or generate solutions, depending on how you engage and maintain their attention. Therefore it is very important how the teacher acts toward his/her students and how the teacher creates successful teaching and learning environment.

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REZYUME. Ushbu maqolada o'qituvchilar ESPni barcha mahorat darajasidagi talabalarga o'rgatishda muntazam ravishda duch keladigan qiyinchiliklarni ko'rib chiqadi. Biz bilamizki, talabalar bir-biridan qobiliyatlarini bilan farq qiladi, bu ularning qanday o'rganishi va ularga nimani o'rgatish kerakligiga ta'sir qiladi. Talabalar hayotning turli qatlamlaridan bo'lganligi va qiziqishlari turlicha bo'lganligi sababli, samarali o'rganish uchun an'anaviy o'qitish usuli qo'llanilmasligi mumkin. Maqolada turli darajadagi o'qitish guruhlari muammolari bo'yicha tadqiqotlar tahlil qilinadi. Ushbu tadqiqotning maqsadi yaxshi o'rganishni ta'minlashning bir qismi bo'lgan qo'llab-quvvatlovchi ish muhitini yaratishdir.

РЕЗЮМЕ. В этой статье рассматриваются проблемы, с которыми преподаватели регулярно сталкиваются при обучении ESP студентов с разными уровнями подготовки. Мы знаем, что студенты отличаются друг от друга своими способностями, что влияет на то, как они учатся, и чему их нужно обучать. Поскольку студенты приходят из разных слоев общества, с разным уровнем подготовки и интереса, традиционный метод обучения может оказаться невозможным для эффективного обучения. В статье анализируются исследования по проблемам обучения групп разного уровня подготовки. Цель этого исследования состоит в том, чтобы создать благоприятную рабочую среду, которая является частью обеспечения лучшего обучения.

SUMMARY. This article deals with the challenges teachers regularly face when teaching ESP to mixed-ability students. We know that students are different from one another which affects how they learn and need to be taught. Since students come from varying backgrounds, with differing levels of readiness and interest, the traditional method of instruction may not make effective teaching feasible. The paper analyzes researchers' investigations on problems of mixed-ability classes. The aim of this investigation is to create a positive working environment, which is all part of ensuring better learning.

ВЕБ СЕРВИСЛЕР ЖАРДЕМИНДЕ ОҚЫҒЫШЛАРДЫҢ БИЛИМЛЕРИН БАХАЛАҒУ ХӘМ АНАЛИЗЛЕҒУ ИМКАНИЯТЛАРЫ

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Қарақалпақстан Республикасы педагогларды жаңа методикаларға үйретуі миллий орайы

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Таянч сўзлар: Веб, веб-технологиялар, рақамли саводхонлик, ахборот, алоқа, электрон ресурс, интерактив таълим, интерактив топширик, веб-хизмат, викторина, тест, квест, пин код, QR код, викторина, пликсерс.

Ключевые слова: Web, веб-технологии, цифровая грамотность, информация, коммуникация, электронный ресурс, интерактивное обучение, интерактивное задание, веб-сервис, викторина, тест, квест, пин-код, QR-код, quiz, plickers.

Key words: Web, web technologies, digital literacy, information, communication, electronic resource, interactive training, interactive task, web service, quiz, test, quest, pin code, QR code, Quiz, plickers.

Мектепте алынған билим инсанлардың келешек жолын белгілеуші факторлардан бири есапланады. Көпшилик билимди баха менен өлшейди. Бирак, баха билимлерди бахалайтуғын анық критерия емес. Бәлким, оқығұшыларды активлестиріуші, оларды хошаметлеуші кураллардан бири.

Хәр бир оқытыушының өз жұмыс алып барыу усылы, бахалау методлары бар. Оқығұшылардың билим хәм көнликпелерин улыўма анализ етиу, мәмлекеттеги билимлендириу сапасын белгилейди. Соның ушын, оқығұ жылы даўамында хәр бир билимлендириу мәкемелеринде белгиленген тәртіпте ишки хәм сыртқы мониторинглер өткерилип барылады. Мониторинг нәтижесинде ең үлгили мектеплер избе-излиги, оқытыушылар потенциалы, оқығұшылардың өзлестиріу дәрежелери анықланады. Анализленген мағлыұматлар тийкарында хәр бир билимлендириу мәкемеси билимлендириу сапасын арттырыу бойынша келешек режелерин ислеп шығады.

Өзбекстан Республикасы Президентиниң 2019-жыл 29-апрелдеги “Өзбекстан Республикасы халық билимлендириу системасын 2030 жылға шекем раўажландырыу концепциясын тастыйыклау ҳаққында”ғы ПП-5712 санлы пәрманы қабылланды, бул концепция тийкарында төмендегилер нәзерде тутылған: [1]

-Үзликсиз билимлендириу системасы мазмунын сапа тәрәпинен жаңалау, соның менен бирге профессионал кадрларды таярлау, қайта таярлау хәм кәнигелигин арттырыу;

-оқытыу методикасын жетилистириу, тәлим-тәрбия процессине индивидуалластырыу принциплерин баскышпа-баскыш енгизиу;

-халық билимлендириу тараўына заманағөй информациялық-коммуникация технологиялары хәм инновациялық жойбарларды енгизиу.

Бүгинги күнде оқытыушылар сабақларда оқығұшылардың билимлерин бахалау хәм анализлеуе қандай машқалаларға дүс келип атыр. Оқығұшылардың билимлерин бахалаудағы машқалалардан, класта оқығұшылар санының көплиги, ўақыттың жетиспеуи, кластағы оқығұшыларды толық бахалау хәм анализлеу имканиятының жоқлығы. Оқытыушылар оқығұшылардың билим хәм көнликпелерин бахалау хәм

анализлеуе компьютер технологияларынан, түрли веб кураллардан пайдаланыу арқалы жоқарыдағы машқалаларға бир тәрәплеме шешим табыу мүмкин.

Цифралық саўатлылық-инсанның күнделикли өмирде хәм искерлигинде информациялық коммуникациялық технологияларды қоллана билиуи бүгинги тез раўажланып атырған заманда цифралылық, саўатлы жазыу хәм оқығұ қәбилети сыяқлы үлкен талапқа ийе болды [2].

Жеке компьютерди еркин қоллана билетуғын, оқытыу процесинде пән бойынша электронлы түрде орынлайтуғын тапсырмалар системасы енгизилген электронлы технологияларда қоллана алатуғын, өз ресурстарын жаңалап баратуғын педагоглардың цифралық саўатлылығы үлкен әҳмийетке ийе [3].

Хәзирги ўақытта информациялық технологиялардың заманағөй талапларына сай раўажланыу билимди бахалау хәм пайдаланыу системасын турақлы түрде өзгертип барыуды талап етеди. Сол себепли оқытыуға қолланылатуғын усыллар, методикалар, технологиялар билим бериу талапларына сәйкес жаңаланып барылады. Сапалы билимди ийелеуге умтылған жас әўладтың жеткиликли цифралық билими бар, себеби олар өз заманының жаңа технологияларының барлық имканиятларын пайдаланады. Усы имканиятлардан нәтижелели қолланыу оқытыушының билимине, шеберлигине хәм тәжирийбесине байланыслы.

Шет ел тәжирийбелери бойынша оқытыушылардың искерлигине көз жүритетуғын болсақ, олар арасында веб-сервислерден кең пайдаланатуғынлығын көриўимиз мүмкин. Бундай сервислер саны оғада көп, әсиресе пүткил дүнья жүзлик пандемия дәўиринде булар және де раўажланды, саны артты хәм оларға деген талап бир қанша артты. Бул сервислерден оқығұшылардың өзлестирген билимлерин бекемлеуе, оқығұшылардың билимин бахалауда, жаңа материалды өзлестиріуе пайдаланыуға болатуғын видео көринислер таярлап, қолланыуға болатуғын хәр қыйлы типтеги веб сервислер де ушырасады. Бул сервислердин барлығында оқытыушылар өзлериниң педагогикалық искерлигинде пайдаланыу ушын өзлери дәретиўшилиқ етип интерактив шынығыўлар, тапсырмалар, тестлер, сораўнамалар, презентациялар,