

ko'zlangan maqsadlar bilan solishtirish imkoniyatiga ega bo'lsa". Psixologik-pedagogik adabiyotlarda "agar motivatsiya boshqarilmasa, uning regressiyasi yuz berishi, darajasining pasayishi va motivlar o'z samarasini yo'qotishi mumkin", deyiladi.

Motivatsiyani shakllantirish - bu o'rganishga salbiy munosabatning ijobiy o'sishi yoki yomonlashishi emas, balki "motivatsion sohaning tuzilishi va unga kiritilgan motivlarning murakkablashishi".

A.K.Markova o'z asarlarida motivatsiya tuzilishidagi asosiy tushunchalardan biri sifatida "tarbiyaviy ma'no" tushunchasidan foydalanadi. Tarbiyaviy ma'no shaxs tomonidan amalga oshiriladigan motivlardan iborat. Bu motivatsion sohaning asosi bo'lib, ta'lim faoliyatining turli jihatlariga e'tibor qaratiladi. Bundan tashqari, A.K.Markova ta'lim faoliyatida motivatsiyani shakllantirishning 6 darajasini belgilaydi. Motivatsiya tuzilishini tahlil qilishda to'rtta asosiy komponent aniqlanadi: motivatsion, maqsadli, kognitiv va hissiy.

Ta'limga bo'lgan munosabatga ko'ra quyidagi darajalar ajratiladi: - ta'lim faoliyatiga qiziqishning yetishmasligi, yetarli darajada nazorat qilinmasligi va o'zini past baholaydigan salbiy munosabat;

- passiv (neytral) munosabat, bunda yangi sharoitlarda passivlik va tashqi natijalarga nisbatan shakllanmagan motivlar namoyon bo'ladi;

- o'qituvchiga chuqur kognitiv qiziqish, yangi bilimlarni o'zlashtirish va berilgan vazifalarni bajarishni o'z ichiga olgan ijobiy (vaziyatli) munosabat;

- ijobiy (ongli) munosabat, bunda talaba mustaqil ravishda maqsad va motivlarni belgilaydi, yangi bilimlarni qo'llay oladi, o'z faoliyatini nazorat qiladi va baholaydi;

- ijobiy (shaxsiy) munosabat, bunda talaba o'quv va

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REZYUME. Maqolada keng ma'noda motivatsiya shaxsning o'zagi bo'lib, u axloqiy munosabatlar, intilishlar va irodaviy fazilatlar kabi turli xususiyatlarni o'z ichiga olishi aniqlangan. Motivatsiya murakkab tuzilma bo'lib, unda turli motivlar o'zaro bog'liq elementlarning yagona tizimiga birlashtirilgan.

РЕЗЮМЕ. В статье мотивация в широком смысле представляет собой ядро личности, включающее в себя различные характеристики, такие как моральные установки, стремления и волевые качества. Мотивация представляет собой сложную структуру, в которой различные мотивы объединены в единую систему взаимосвязанных элементов.

SUMMARY. In the article, motivation in a broad sense represents the core of personality, including various characteristics, such as moral attitudes, aspirations and volitional qualities. Motivation is a complex structure in which various motives are combined into a single system of interrelated elements.

TEACHING GRAMMAR IN ESP CLASSES

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Tayanch so'zlar: ESP. grammatika o'rgatish. deduktiv va induktiv vondashuvlar. kommunikativ vondashuv.

Ключевые слова: ESP, обучение грамматике, дедуктивный и индуктивный подходы, коммуникативный подход

Key words: ESP, grammar teaching, deductive and inductive approaches, communicative approach.

English plays a significant role in the contemporary modern life. English, especially as a second or foreign language, does not come spontaneously, it requires teaching and planned learning. The foundation of the English language is grammar. One of the challenges is undoubtedly teaching grammar to ESP students. It is certain that grammar has important roles in some aspects of ESP learning. The ability to perform the grammar knowledge in the language skills, such as reading, speaking, listening and writing, is necessary in ESP teaching. That is why grammar in ESP class is still essential element. Non-philological students of universities should master all English skills for their professional communication in their future jobs and in real-life situations. Efficient professional communication cannot take place without correct usage of grammar. Ignoring grammar rules may lead to misunderstandings or

kognitiv faoliyatda hamkorlikka intiladi, mas'uliyatni his qiladi va jamoaviy ish natijalarida ishtirok etadi, bilimlarni amaliyotda qo'llashga intiladi va guruh ishiga tayyorlanadi.

MDH davlatlari psixologi rus olimi E.P.Ilyin motivatsiyani insonga tashqi stimullar va ta'sirlar bilan bog'liq bo'lgan xatti-harakatlar va faoliyatning ichki belgilanishi deb hisobladi. U motivatsiya "tashqi ta'sirlarni ichki motivatsiyaga aylantiruvchi" aqliy jarayon ekanligini ta'kidladi [2].

O'quv faoliyati uchun motivatsiya tarkibida multimotivatsiya mavjud, chunki talaba faoliyati turli xil motivatsiya manbalariga ega. Psixologik va pedagogik adabiyotlar ta'lim faoliyati sohasidan kasbiy faoliyatga o'tish jarayonida motivatsiya muammolarini tushunish zarurligini ko'rsatadi, bu albatta, universitetda o'qish jihatlarini bilan bog'liq va kadrlar tayyorlashning muhim vazifasidir. Kasbiy motivatsiya va e'tibor o'quv faoliyati tuzilmasida o'quvchilarning faolligiga, ularning yuqori o'quv natijalariga va o'quv jarayonida qiyinchiliklarni yengishda qat'iyatligiga yordam beradigan muhim omillardir. Talabalarning o'qishga munosabati ko'p jihatdan ular o'z mutaxassisliklari bo'yicha kasbiy tayyorgarlik kontekstida uning ahamiyatini qanchalik muhim baholashiga bog'liq.

Psixologik-pedagogik adabiyotlarda ta'lim motivatsiyasi tushunchasini o'rganib chiqib, shunday xulosaga kelish mumkinki, yondashuvlarning xilma-xilligiga qaramay, ko'pchilik mualliflar motivatsiyani shaxsning xatti-harakati va faoliyatini belgilaydigan psixologik omillarning murakkab majmui sifatida belgilaydilar. Motivatsiyaning muhim funksiyasi fanda keng e'tirof etilganligi sababli, ko'proq tadqiqotchilar o'quv jarayonida motivatsiya bo'yicha tadqiqotlarni amaliy qo'llashga e'tibor qaratmoqdalar.

even cause scientific errors. ESP students should be encouraged and motivated to study and master grammar because they find it interesting and think of it as a tool to facilitate vocabulary they learn in their ESP classes and other language skills. Grammar should be short and permanently adapted to the students' already acquired knowledge. The teacher's explanations of the grammar rules should be kept as simple and as clear as possible.

According to Thornbury, "Grammar is partly the study of what structures are possible in a language. Thus, grammar is a description of the rules that govern how a language's sentences are formed" [5:134].

Harmer defines grammar by saying "The grammar of a language is what happens to words when they become plural or negative, or what word order is used when we make questions or join two clauses to make one sentence

[3:67].” Grammar according to Rutherford, is “a necessary component of any language teaching programme” [4:86], and thus plays an important role in language teaching. However, the focus on grammar in language teaching was challenged with the emergence of teaching methodologies based on different learning theories. Such a challenge influenced not only the content and the curriculum in language teaching, but also the implication for teaching grammar. Thus a fresh look at grammar was necessary causing linguists and language educators to rethink the status of grammar in language teaching and learning. This led to a constant debate among language educators and linguists regarding the nature and type of grammar instruction, which affected the understanding of how grammar should be taught effectively for ESP learners. Some agreement exists that the most effective grammar teaching includes some deductive and inductive characteristics.

In general, there are two kinds of approaches to learning and teaching grammar. These are deductive approach and inductive approach. Despite the fact that deductive and inductive approaches have the common goal of teaching grammar they separate from each other in terms of way of teaching. The deductive method of teaching grammar is an approach that focuses on instruction before practice. When teaching deductively, a teacher gives students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. The instruction usually involves a detailed explanation of the rules, forms, and contexts where the newly presented grammar can be used. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. Deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches. For instance, a teacher writes examples of simple present and simple past sentences on the board. The teacher then proceeds to explain the differences between present and past in English. Once the lecture is complete, worksheets are handed out and students are asked to convert simple sentences from present to past. Benefits to the deductive approach are: time in the classroom is spent only on the language principle. Most materials can be easily taught this way. It encourages faster learning of material. Harmer noted that many lessons are built using the PPP (present, practice and produce) lesson structure. The deductive approach is considered to be a traditional, teacher-centered, focus-on-form instruction. This method has been widely used in many countries and most students with different backgrounds are familiar with this type of teaching. Harmer provided a considerable list of the advantages and disadvantages of the deductive approach. He noticed that it is time-saving, easier to process, includes examples, beneficial for adult learners with developed cognitive skills, and learners know what to expect in the classroom. On the other hand, he said that the deductive approach can affect younger learners negatively (e.g., difficult structures and terminology), teacher-centeredness of the method can decrease learners’ involvement and interaction, and learners must rely significantly on their memory [3:74].

Each method is based on different teaching approaches. For example, while grammar translation method is based upon deductive teaching, direct method relies on inductive teaching. According to Andrews, the audio-lingual method could be considered as a method where the grammar is taught both deductively and inductively [1:144]. To illustrate this, in the audio-lingual method drills are used as the basis of learning process. Students are engaged with drills

until they learn by heart them. During this process they are not provided with any information about grammar structures. However, the main objective of this method is to be able to speak accurately in target language. Thus, notwithstanding the fact that drills are taught inductively, learners need to memorize grammar items in order to speak accurately. According to Brown, “There may be some occasional moments, of course, when a deductive approach - or a blend between the two- is indeed more appropriate [2:251]”. For example, to teach the simple past tense, the teacher begins a conversation with a student. The teacher asks students to tell his last summer holiday. Student answers by using simple present tense as he has no information about past tense. Later, teacher corrects him by using past tense. Then, student repeats the correct sentence. After that teacher writes the past forms of some verbs on the board to make learners practice. In this process grammar is taught by using a deductive and an inductive approaches at the same time. It is deductive by the aspect of writing the past forms of the verbs on the board. It is also inductive since students practice the past tense by giving their own examples [2:253].

When it comes to the modern approaches another method of teaching grammar is to incorporate interactivity into lessons. Communicative Language Teaching (CLT) represents a method which backed up the idea that communicative competence was not limited to knowing grammar rules. The purpose of CLT is to enhance not only the sociolinguistic ability but also the linguistic ability of the students. It focuses on the structures which should be taught in an integrated way with the four skills such as listening, speaking, reading and writing. Students can have limited linguistic knowledge and still be successful communicators. One benefit of the Communicative Approach is that grammar lessons can be creatively integrated by using authentic materials such as videos, magazines, songs, and anything that raises students’ interest. It is necessary first to learn grammar and then apply them in communicative situations. To provide situations likely to encourage communication, as a tutor, co communicator, the teacher’s role is less dominant than in a teacher-centered method. Therefore, students are more responsible managers of their own learning. Additionally, grammar is one of essential resources in language which helps to communicate. Without any teaching of grammar, learners are not able to construct a sentence or to choose the words which ought to be placed. Brown suggests that language should be taught in communicative situations in order for learners to achieve communicative competence. Communicative competence is concerned not only with what is grammatical but what is appropriate in a given social situation. Without a complete knowledge of significant grammatical facts, learners are bound to have difficulty giving exact expression to their thought. So learners need to become acquainted with certain principles and rules. On the other hand, the deep approach to the CLT language depends on the belief that rules can be acquired unconsciously during performance on communicative situations, so it will be useless to teach grammar in advance and explicitly.

All things considered, grammar can not only help ESP learners construct more accurate sentences but also help learners use different structures to express thoughts in ESP communication occasions that are vital for ESP learners’ learning at the university as well as even lifelong learning. Therefore, grammar enables students to control the way they shape words into sentences and paragraphs. The challenge before a teacher is to choose the right approach or to integrate the concepts of different approaches in teaching grammar and the language.

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РЕЗЮМЕ. Ushbu maqola ESP (ingliz tilini maxsus maqsadlarda o'rgatish) darslarida grammatikani o'rgatish bilan bog'liq. Grammatik bilim ESP o'rganish uchun grammatik kompetensivani rivojlantirishda muhim rol o'ynaydi. Maqolada ESP darslarida grammatikani o'qitishning deduktiv va induktiv yondashuvlarining ahamiyati, muvaffaqiyatli o'rganishga ta'sir qiluvchi omillar nisbatida aks ettirilgan. Maqolada, shuningdek, ESP darslarida grammatikani o'rgatish uchun kommunikativ yondashuv (CLT) usulidan foydalanishning afzalliklari ko'rsatilgan.

РЕЗЮМЕ. В данной статье речь идет о преподавании грамматики на уроках английского языка для специальных целей (ESP). Знания грамматики играют важную роль в развитии грамматической компетентности при обучении ESP. В статье кратко отражена важность дедуктивного и индуктивного подходов преподавания грамматики на уроках ESP, факторы, влияющие на успешность обучения. В статье также показаны преимущества использования коммуникативного подхода (CLT) для преподавания грамматики на уроках ESP.

SUMMARY. This article deals with teaching grammar in ESP classes. Grammar knowledge plays important roles in developing grammar competence for ESP learning. The article briefly reflects the importance of deductive and inductive approaches of teaching grammar in ESP classes, the factors which influence successful learning. The article also shows the benefits of using CLT approach for teaching grammar in ESP classes.

“TEXNOLOGIK TA'LIM” YO'NALISHI BO'LAJAK O'QITUVCHILARNI KASBIY PEDAGOGIK FAOLIYATGA TAYYORLIGINI SHAKLLANTIRISHNING USLUBIY JIHATLARI

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Tayanch so'zlar: tayyorlik, rivojlanish, faoliyat, psixologiya, pedagogika, komponent, motivatsiya, kasbiy-pedagogik.

Ключевые слова: подготовка, развитие, деятельность, психология, педагогика, компонент, мотивация, профессионально - педагогический.

Key words: preparation, development, activity, psychology, pedagogy, component, motivation, professional-pedagogical.

“Texnologik ta'lim” yo'nalishi bo'lajak o'qituvchilarni kasbiy pedagogik faoliyatga tayyorligini shakllantirish jarayonini nazariy - uslubiy asoslash uchun oldin “tayyorlik” “rivojlanish”, “shakllantirish”, “faoliyat” kabi tushunchalarni o'rganishni talab qiladi.

Tayyorlik tushunchasining shakllanishida umumiy o'rta ta'lim maktabining o'rni katta. Unda falsafiy sabablik tushunchasiga no'anaviy yondashilgan bo'lib, unda inson o'zining ayni zamondagi faoliyatini konstruksiyalaydi va bu bilan yo'nalishni ko'rsatib, natijani oldindan ko'rib kelgusi faoliyatining, ya'ni kelgusi faoliyatlarga tayyorlikni eskizini yaratadi.

“Rivojlanish” tushunchasi falsafa, psixologiya, pedagogika va boshqa fanlarda keng o'rganilgan. Falsafa nuqtayi nazaridan rivojlanish “qonuniy o'zgarishlar natijasida obyektning yangi sifat holati uning tarkibi va tuzilishidir” [2:42]. Falsafaning ensiklopedik lug'atida “Rivojlanish” evolyutsiya, paydo bo'lish deb izohlanadi: “materiya va ongning qonuniy o'zgarishi, ularning umumiy xususiyati, oldindan mavjud bo'lgan, allaqachon tayyorlangan ammo o'zlashtirish mumkin bo'lmagan xususiyatlarni, holatini, qismlarni namoyon qilishdir” [2:32].

Rus olimlaridan I.P.Podaliy ikkita “shakllanish” va “rivojlanish” tushunchalarini solishtirib, rivojlanishni doimiy o'zgarishlar, bir holatdan boshqasiga o'tishlar, oddiydan murakkabga, pastdan yuqoriga ko'tarilishlar bilan bog'laydi va rivojlanishni “insonning son va sifat jihatdan o'zgarishi natijasi va jarayoni” kabi tushunadi [3:51-55].

Shunday qilib, faoliyat - subyektning faolligi bilan, uning atrofimizdagi voqe'larga maqsadli yo'naltirilgan, bu jarayonda shaxsning aqli, jismoniy, ma'naviy ehtiyoji qondiriladigan ta'siri bilan xarakterlanadi.

Zamonaviy psixologiyada insonning xilma - xil faoliyat turlariga, shu qatorda kasbiy faoliyatga tayyorlik muammosini o'rganish borasida juda katta tajriba yig'ilgan. Bir tomondan faoliyatga tayyorlik shaxsning avtomatik bajara oladigan sifatlarini deb qaralsa, ikkinchi tomondan, tajribalariga tayanib egallagan bilim va malakalari asosidagi kasbiy faoliyatdagi muvaffaqiyatlari va samaradorlikka erishish qobiliyati ham tushuntiriladi.

Sh.A.Do'stmuhamedova faoliyatga tayyorlik deganda: “o'ziga ishonib bajarilgan va samarador kasbiy faoliyatga bo'lgan qobiliyatni” tushunadi shaxsning shunday sifatiki, u o'z ichiga faoliyatning shaxsiy va ijtimoiy ahamiyatini tushunishni, faoliyatga nisbatan ijobiy munosabatda bo'lishni oladi va uni bajarishga bo'lgan qobiliyatdir”.

Tashqi sharoitlarga faoliyat olib boriladigan vaziyatni, ichki sharoitlarga shaxsga xos bo'lgan doimiy ruhiy o'ziga xoslikni kiritadilar [1:102].

Malaka va mazkur faoliyat turiga nisbatan ijobiy munosabat komponentlarining o'zaro aloqasidan iborat murakkab bir butun ta'limdir”.

Yuqorida bayon qilinganlardan kelib chiqib, kasbiy tayyorlik deganda, nazariy va amaliy bilim, kasbiy ko'nikma, ijtimoiy munosabatlarni o'zaro aloqasida paydo bo'luvchi, kasbiy faoliyatga undovchi yo'naltirilganlikni yuzaga keltiruvchi shaxsiy yaxlit ta'lim tushuniladi.

Quyidagi fikrlardan kelib chiqib, texnologiya yo'nalishi bo'lg'usi o'qituvchilarining kasbiy - pedagogik faoliyatga tayyorligi bu - bo'lajak kasbiy faoliyat maqsadini anglashni ta'minlovchi yaxlit shaxsiy ta'limdir, kasbiy faoliyatdan foydalanishda o'zidagi irodaviy, idroki kuchini oldindan bilish, sharoitni baholash, zarur harakat usullarini egallash, kasbiy faoliyat natijasi va maqsadiga erishish uchun ichki kuchidan foydalanishdir.

Professionalizm tushunchasini ko'pincha kasbiy kompetentlik bilan solishtiriladi. Professionalizm deganda, kasbning shaxsga qo'yadigan talabi, mezonlari tushunilsa, kompetentlik deganda subyektni aniq bilim, ko'nikma va malakalar majmuini egallaganligi tushuniladi.

Kompetentli yondashuv masalasi bilan shug'ullanuvchi ko'pchilik mualliflar, kasbiy tayyorgarlikni talabalarining kasbiy tayyorligi bilan bog'lab o'rganadilar.

- motivatsiyalovchi (faoliyatga ijobiy munosabat)
- yo'naltiruvchi (faoliyatga oid bilimlar)
- ishini olib boruvchi (kasbiy faoliyatga oid ish usullarini egallaganligi)
- irodaviy (o'z o'zini nazorat qilish, harakatlarini boshqara olish)
- baholovchi (o'zining faoliyatga tayyorgarligini baholay olishi).

Motivatsion komponent deganda “o'qituvchida mavjud pedagogik faoliyat xislatlarini va u bilan bog'liq munosabatlarni, nazariy kasbiy - pedagogik bilimlar, amaliy, loyihalovchi, konstruktiv, muomulalilik, tashkiliy ko'nikmalar, o'z - o'zini anglash hamda, o'z shaxsining alohida tomonlari, o'z - o'zini rivojlantirish, ishga qiziqishi” tushuniladi.

Tayyorlikni komponentlarning birligi deb qarovchi qator zamonaviy tadqiqotlar ham mavjud. Motivatsion, layoqatlilik, fikrlashning kengligi, odatlanish komponentlar deb biladi.