

миллий ойындарына тәсйин қаласаң. Миллий балалар ойындарын тәлим-тәрбия саласында әмелиятқа енгизиў оғада зәурүли. Бул дүнья халықлары арасында

өзимиздиң миллий өзіншелик сыпатларымыз бенен, ата-бабаларымыздан қалған бийбаха мийрасларымызды сақлап, раўажландырған боламыз.

Әдебиятлар

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РЕЗЮМЕ

Мақола қарақалпақ миллий балалар ўйинларининг ахамиятини очиб беришга бағишланған. Балалар танаси ва рухиятини ривожлантиришда балалар ўйинларининг ўрни «Арқаласпақ», «Пышық-тышқан», «Шыр айланба» миллий ўйинлар техникасини намойиш этиш орқали тасвирланади.

РЕЗЮМЕ

Статья посвящена раскрытию значимости каракалпакских национальных детских игр. О роли детских игр в развитии тела и духа ребёнка рассказывается путём демонстрации приёмов народных игр «Арқаласпақ», «Кошки-мышки», «Шыр айланба».

SUMMARY

The article is devoted to revealing the significance of the Karakalpak national children's games. The role of children's games in the development of the child's body and spirit is described by demonstrating the techniques of folk games "Arkalaspak", "Cats and Mice", "Shyr aylanba".

USING AUTHENTIC TEXTS IN FOREIGN LANGUAGES CLASSES

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Таянч сўзлар: чет тили, аутентик матн, ўқув жараёни, луғат, ўқув вазифаси, нутқ фаолияти.

Ключевые слова: иностранный язык, аутентичный текст, учебный процесс, лексика, учебное задание, речевая деятельность.

Key words: a foreign language, an authentic text, a learning process, vocabulary, educational task, a speech activity.

Introduction

Characteristic significance of present time is that the English language, being an international language of communication and a state language of several countries, is getting widely used for communication in Uzbekistan as well. It is impossible to conduct international scientific-practical conferences and seminars without using English.

In the educational process, a great attention was paid to such a concept as the originality of the material or its authenticity. "Authentic," when translated from English, means "original." An authentic text is not primarily intended for educational purposes.

Researcher of the authenticity concept M. Breen identifies 4 types of authenticity:

- 1) The authenticity of the text materials used for educational purposes;
- 2) Degree of authenticity perceived by students;
- 3) The authenticity of educational institutions;
- 4) The authenticity of the social situation in the classroom.

Special attention is paid to the authenticity of the text [6:60 -70].

It is also an important fact that since authenticity is not limited to certain conditions, up to now a single definition of authenticity has not been developed yet, but it involves different types of authenticity. The presence or absence of a certain type of authenticity varies depending on the individual situation of communication. Therefore, the inconsistency of issues related to authenticity of the text is quite relevant.

The implementation of the pedagogical process is possible with authentic materials taken from original sources which are not initially intended for educational purposes [1:395]. However, it is worth noting that such texts are rather difficult for students to understand and they may not always correspond to educational environment and intended learning objectives.

Taking into account these features, E.V.Nosonovich, R.P.Milrud consider that the authors of textbooks need to pay attention to all aspects of authentic speech activities and educational requirements of that language activity while compiling texts. Just such texts, created for educational purposes and as much as close to source samples, will be considered as authentic. They are used in foreign language interaction and correspond to:

- the norms and objectives of natural communication;
- learning requirements;

- thinking and language level of students [3:11-18].

In order to call texts authentic, they must be equipped with certain structural features, and in the first place, introduce an authentic discourse. The following are characteristic for a discursive authentic text:

- natural lexical content;
- natural grammar;
- situational appropriateness of language means;
- logical integrity;
- thematic unity [3:11-18].

A discursive authentic text has the following characteristics:

- structural authenticity;
- lexical - phraseological authenticity;
- grammatical authenticity;
- functional authenticity;
- cultural authenticity;
- informative authenticity;
- situational authenticity;
- the authenticity of the national mind set;
- reactive authenticity;
- authenticity of register;
- the authenticity of educational tasks [3:11-18].

Structural authenticity. is associated with the peculiarities of the text construction and its logic with substantial and formal integrity. An authentic text is characterized by the fact that the sentences are not only closely interrelated with each other, but also harmoniously complement each other in such a way that a logical connection is established between them, providing the text with communicative integrity. The coherence of the text is determined by its theme and it is impossible not to note the role of the title, which leads the learner to perceive a certain kind of information. [4:1028].

In the **lexical - phraseological authenticity**, the selection of lexical units and phraseology plays an important role. The text produced by students does not have a big content, and the vocabulary used is related to those areas of life and interests that students are interested in: family, free time, hobbies, traveling and others [2:987]. Due to phraseological units, the text presents expressiveness and emotional connotation. Phrasal verbs are actively used in the English language, for example, to *break down*, to *call back* and many other verbs. Proverbs and phraseological units allow students to develop authentic speaking skills [3:6].

Grammatical authenticity. is associated with the use of typical grammar structures of this language both in oral

and written speech. Being familiar with grammatical models allows minimizing inter language effects and makes possible to avoid many mistakes in the further mastery of a foreign language. The grammar of any language and its vocabulary regularly undergo changes and continuously develop.

According to E.V. Nosonovich and R.P. Milrud, **functional authenticity** is determined by natural features while selecting linguistic activities to meet learning objectives. A variety (in the stylistic plan) of texts allows the learner to understand a separately taken authentic text and use the optimal means of expressing thoughts that are relevant in a particular communicative situation.

The significance of **cultural authenticity** is determined by the close relationship with the culture, peculiarities of life, behavior and mindset of the target language country [5:800].

Informative authenticity, of an educational text implies the fact that any natural text contains new information that could raise reader's interest. Therefore, it is required to adjust the content taking students' age, and interests into consideration and evaluate information in terms of meaning and accessibility for students. The text is considered as informatively authentic if it can make a learner interested who reads or listens to this text.

Currently, the informative feature of methodical authenticity is one of the determining factors in the selection of educational materials. The students are provided with texts containing relevant information for them: the life of foreign students, traditions and customs of the target language country and historical and other facts.

Situational authenticity, implies the naturalness of the situation, which is offered as an educational illustration, the

interest of native speakers to the stated topic and the naturalness of the discussion.

The text is compiled by the authors in a similar way so that the person, reading it can easily recognize the type of text that is familiar in everyday life. It can be personal letters, advertisements, texts of popular science, cooking recipes, excerpts from the biography of famous people: popular music performers, politicians, athletes, which is interesting for this group of readers [3,4].

It is also important to take into account the authenticity of the national mindset in the selection of materials: the desire to reflect the situation that is usual and routine for a native speaker may not always be adequately perceived by students. There are certain speech taboos for discussing some topics, for example, connected with religion, income, and personal problems.

Reactive authenticity, implies that in a real communicative situation any text, which is either read or listened, causes a certain reaction. Therefore, when developing an educational text, it is necessary to endow with emotional coloring and provide feedback from the mental and speech activities.

Authenticity of the decorated text suggests the presence of photos of characters; auditory series: all kinds of noises and sounds, which allow facilitating its understanding.

Authentic learning tasks stimulate interaction with texts and are based on the operations, which are performed in the process of working with source information outside of the classroom [3:10].

Conclusion. Thus, an authentic text is not only a concept that is based on originality, authenticity, but also takes into account a number of characteristics that allow such a text to be called as authentic discourse and to perform a variety of learning tasks.

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Ушбу мақолада чет тилларини ўқитишда аутентик материаллардан фойдаланиш усуллари келтирилган. Аутентик таълим вазибалари матн билан ўзаро рағбатлантириш ва синфдан ташқари манбалар, ахборотлар билан ишлаш жараёнида амалга ошириладиган операцияларга асосланган.

В статье предлагаются методы использования аутентичных материалов в обучении иностранным языкам. Аутентичные учебные задания стимулируют взаимодействие с текстами и основаны на операциях, которые выполняются в процессе работы с исходной информацией вне аудитории.

The article proposes methods of using authentic materials in teaching foreign languages. Authentic learning tasks stimulate interaction with texts and based on the operations, that are performed while working with source information outside the classroom.

EXCEL ЭЛЕКТРОН КЕСТЕ ПРОГРАММАСЫНДА СЫЗЫҚЛЫ ПРОГРАММАЛАСТЫРЫҒУ МӘСЕЛЕСЕРИН СИМПЛЕКС УСЫЛЫ МЕНЕН ШЕШІҒҮ

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Таянч сўзлар: чизикли дастурлаштириш, симплекс усули, мақсад функцияси, таянч ечими, базис, оптимал ечим.

Ключевые слова: линейное программирование, симплексный метод, целевая функция, опорное решение, базис, оптимальное решение.

Key words: linear programming, simplex method, criterion function, the basic solution, basis, the optimum solution.

Симплекс усулы, СП (Сызыклы программаластырыу) ның қәлеген мәселесин шешиўге қолланыўға болатуғын, кең тарқалған хәр тәрептемели есаплаў усулы болады. Бул усулдың мәниси мынадан ибарат: мәселениң таяныш шешимлериниң базислери бойынша оның оптималлық шешими табылғанша избе-из алға қарай жүристи аңлатады [1].

Мейли, матрицалық көринисте жазылған СП мәселеси берилген болсын:

$$z(x) = (c, x) \rightarrow \min(\max), \quad (1)$$

$$Ax \leq b, \quad (2)$$

$$x \geq 0 \quad (3)$$