

özlestiriw ushın qolay forma hám usılda uzatıw hám özlestiriw processinen ibarat. Solay eken, pedagogikalıq texnologiya - insańa (tálim-tarbiya alıwshısına) aldınnan belgilengen maqset boyınsha tásir ótkeriw iskerliginen ibarat. Pedagogikalıq texnologiya oqıwshınıń gárezsiz oqıwǵa, bilim alıwǵa, pikirlewge úyretiwdi kepillikleytuǵın process bolıp tabıladı.

Pedagogikalıq texnologiya túrleri hám tiykarǵı baǵdarları - sonıń menen birge, házirde pedagogikalıq texnologiyalardıń basqa baǵdarları da qollanılp, olardan túpkiliklileri empirik, kognitiv, evristik, kreativ, inversion, integrativ, adaptiv, inklyuziv pedagogikalıq texnologiyalardan ibarat. Bul jónelislerdiń tiykarǵı qásiyetleri tómendegishe;

→ Empirik-(tajiriybe) Sezim aǵzaları arqalı bilim alıw. Bul texnologiyada tiykarǵı itibar sezim aǵzalarınń tabiiy rawajlanıw múmkinshiliklerine tayanǵan halda bilim beriw hám olardı jáne de rawajlandırıp barıwǵa qaratıladı.

-Kognitiv-(biliwge tiyisli) Atırapdaǵı álem haqqındaǵı bilimler sheńberin keńeytiw texnologiyası. Ol siyasiy toparlaw (strukturalıq bólimlerge ajratıp úyreniw) oylawın qalıplestiredi, biliw mútajliklerin rawajlandıradı.

Evristik-(haqqıyqatı tabıw) Baǵdarlawshı sorawlar beriw jolı menen tálim beriw sisteması. Tapqırılıq, aktivlikti rawajlandırıwǵa xızmet etishi, oqıw izertlew tálim metodı.

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REZYUME. Ushbu maqolada yangi pedagogik texnologiyalarning o'qitish tizimiga kirib kelishi va bunda kuzatiladigan o'zgarishlar xususida so'z boradi. Bundan tashqari xorij mutaxassislarining pedagogik texnologiyalarning samaradorligi va uni amalda qo'llash usullari, shuningdek, yurtimiz pedagoglari tomonidan ushbu texnologiyalarning amalda joriy etilishi xususiyatlari haqida so'z boradi.

РЕЗЮМЕ. В статье рассматривается процесс внедрения новых педагогических технологий в систему образования и ожидаемые результаты при этом, а также особенности практического использования этих технологий отечественными педагогами.

SUMMARY. This article is devoted to the process of inculcation of modern pedagogic technology in to the education system and the assumed results in the process, and also the peculiarities of the practical use of this technology by our teachers.

NEW APPROACHES TO TEACHING A FOREIGN LANGUAGE

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Tayanch so'zlar: interfaol yondashuv, leksik malaka, nutq faoliyati, chet tilidagi muloqot, madaniyatlararo muloqot.

Ключевые слова: интерактивный подход, лексические навыки, речевая деятельность, иноязычное общение, межкультурная коммуникация.

Key words: interactive approach, lexical skills, speech activity, foreign-language communication, intercultural communication.

The processes of intercultural integration at the national and international levels have led to the modernization of the content of language education in Uzbekistan. The language acts as a means of understanding the world picture, familiarizing with the values created by other peoples. At the same time, language is the key for discovering the uniqueness and originality of one's own national identity and historical achievements of representatives of other cultures.

To date, significant changes have taken place in the Uzbek system of language education, both organizationally and substantively. The socio-cultural context of the study of foreign languages has changed significantly. Their educational and self-educational functions in the school and institute, their professional importance in the labor market as a whole, their motivation for studying the languages of international communication increased significantly.

If in the previous decades of the XX century the circle of people in the country who had a need to communicate in a foreign language was sufficiently narrow, then the situation has changed at the present time. Geopolitical, communication and technological transformations in society involved in both direct and indirect communication quite a large number of people of different professions, ages and interests. Accordingly, the need for the use of foreign languages has increased. Priority importance has been acquired by teaching language as a means of communication and familiarization with the spiritual heritage of the studied

Optimallasqan (kóp variantlardan eń maqulin, sayın tańlaw) oylawdı rawajlandıradı.

-Kreativ-(dóretiwshilik) Izertlew xarakterine, ózgesheligine iye bolıp.oqıwshılarda maqsetke jóneltirilgen dóretiwshilik oylawdı jedel rawajlandıradı.

-Inversion-(almastırıw) Informaciyalardı túrli tárepten úyreniw, ornın almasırw ózgesheligine iye bolıp, oylaw (pikirlew) sistemasın qalıplestiredi.

-Adaptiv-(sáykeslestiriw) Informaciyalardı úyreniw hám olardan paydalanıw procesin úyreniw hám de úyretiw ushın qolaylastırıw, sáykeslestiriw tiykarında kútilgen nátiyjege erisiw.

Inklyuziv-(teńlik) Oqıtıwshı oqıwshınıń múnasibetlerinde teńlik tiykarında tálim tárbiya procesin shólkemlestiriw. Onıń menen birge, múmkinshiligi sheklengen oqıwshılardı saw oqıwshılar menen birgelikte oqıwdı shólkemlestiriw pedagogikalıq texnologiyası. [1:151].

Solay etip, aldınnan jobalastırılǵan tálim-tarbiya procesiniń pedagogikalıq texnologiyası ózinde metodlar sisteması, tálim metodikalıq usılları, maqset, quralları, oqıtıwshı hám oqıwshılardıń birgelikte iskerlik kórsetiw múmkinshilikleri hám de juwmaqlawshı nátiyjelerine erisiw boyınsha kompleksti sáwlelendiredi.

countries. The interactive approach to teaching native and foreign languages in the school, especially in the development of the culture of speech (the development of such competences as language, speech, sociocultural and some others) has become especially relevant [1:296].

For modern language education, interdisciplinary integration, multilevel, variability, orientation to the intercultural aspect of mastery of languages is necessary.

New tasks assume a change in the requirements for the level of foreign language proficiency, the definition of new approaches to the selection of content and organization of the material, the use of adequate forms and types of control.

Ensuring the stable functioning and development of the education system, the necessary condition for the development of society and the state, has long been seen as a priority issue of public policy in many countries.

Education reforms are now being implemented in most developed countries of the world.

It is generally recognized that in the 21st century, the level of education of the nation as a whole, its ability to implement and develop advanced technologies, will determine the competition of states.

In January 2000, Russia adopted the concept of a new structure and content of general secondary education, which assumes that the main result of the activity of an educational institution should not be a system of knowledge and skills in itself, but a set of key competences in the intellec-

tual, civil, communication, information and other areas that the student owns. At the same time, foreign languages (both widely used in the world, European, and the languages of states, our neighbors: Japanese, Chinese, Norwegian, Estonian, Latvian, etc.) and information technologies should be in the content of education.

Therefore, according to the Concept of the new structure and content of general secondary education, starting from the second grade of elementary school, the study of English, German, French, and Spanish languages and training in computer work are introduced [2:336].

A new basic curriculum provides for the compulsory study of a foreign language from grade II to grade IV in an elementary school at 2 hours a week. In the main school (V - X classes), a foreign language is allocated 3 hours a week; at the senior stage of schooling (XI-XII grades) the study of foreign languages is also compulsory and provides two levels: general education (with a training load of 2 hours per week) and profile (with a teaching load of 3 hours per week).

Thus, the principle of continuous language school education in the field of studying foreign languages is realized, which corresponds to the modern needs of the individual and society.

The fact that a 12-year-old school is supposed to study a foreign language from the second class is a sign of an objectively existing social interest in the study of foreign languages and a confirmation of the importance of this subject for the realization of long-term objectives of personal development, such as the growth of the average level of education, requirements for a common culture, the formation of readiness for interethnic and intercultural cooperation [3:178].

Taking into account the results of more than forty years of research in the field of early education, which were conducted in our country in parallel with extensive experiential training, it can be argued that its benefits have been repeatedly proven. Briefly summarizing the advantages of systematic teaching of children to a foreign language at a younger school age, it can be noted that learning a foreign language at a given age is beneficial to all children, regardless of their starting abilities, since it renders:

- Indisputable positive influence on the development of the child's mental functions: his memory, attention, thinking, perception, imagination, etc.;
- Stimulating influence on the child's general speech abilities.

Earlier, teaching a foreign language has a great practical effect in terms of improving the quality of first foreign language, creating a basis for continuing its study in the main school, and also opens up opportunities for learning the second, third foreign languages, the need for possession of which is becoming more evident.

The educational and informative value of early learning of a foreign language is undeniable, which manifests itself in the child's earlier entry into the universal culture through communication in a new language for him. At the same time, a constant appeal to the child's experience, taking into account his mentality, his perception of reality, allows children to better understand the phenomena of their own national culture in comparison with the culture of the countries of the studied language.

Updating the content of teaching foreign languages is manifested in the fact that the selection of subjects and problems of foreign-language communication is oriented to the real interests and needs of modern schoolchildren, taking into account different age groups, to strengthen the detailed character of teaching in general.

Particular attention in selecting the content of teaching foreign languages is given to sociocultural knowledge and skills that allow students to adequately represent their country's culture in the process of foreign-language communication

[4, V 7].

At the first stage (in II - IV classes) the following goals are realized:

- Encourage early involvement of younger students in a new language space for them at an age when children do not yet experience psychological barriers to using a foreign language as a means of communication; to form children's readiness for communication in a foreign language and a positive attitude towards further study of it;
- To form elementary communicative skills in four types of speech activity (speaking, listening, reading, writing), taking into account the speech capabilities and needs of junior schoolchildren;
- To familiarize younger schoolchildren with the world of foreign peers, with foreign song, poetic and fabulous folklore and with samples of children's fiction available to children in the language of instruction;
- Bring the children to a new social experience using a foreign language by expanding the range of playing social roles in game situations, typical of the family view of the most common features of speech interaction in native and foreign languages, the rights and customs of the countries of the language being studied that meet the interests of younger schoolchildren;
- To formulate some universal linguistic concepts, observed in native and foreign languages, developing intellectual, speech and cognitive abilities of students.

Earlier, the study of foreign languages offers students the opportunity to:

- Understand by ear the speech of the teacher, classmates, the main content of lightweight texts based on visual visibility and language conjecture;
- Participate in dialogical communication; conduct etiquette dialogue and an elementary two-way dialogue - interrogation in a limited range of situations of everyday communication;
- Briefly speak on topics for primary school, play by heart the familiar rhymed works of children's folklore;
- To master the technique of reading aloud: to read to oneself educational and facilitated authentic texts, using the methods of familiarization and learning reading;
- Write a multiple congratulation and personal letter (based on the sample), fill out a simple questionnaire about yourself;
- Correctly pronounce and distinguish by ear the sounds, words, phrases and sentences of a foreign language: observe the intonation of the main types of the sentence;
- To master the most common vocabulary within the framework of the subject

the initial stage, to master a productive lexical minimum in the volume of at least 500 lexical units. The total volume of vocabulary, including the receptive lexical minimum, is at least 600 lexical units;

- Get an idea of the basic grammatical categories of the language being studied, recognize the learned vocabulary and grammar in reading and listening, and use them in oral communication;
- To master elementary information about the country of the studied language [5:48].

The goals set for the subject "foreign language" should be solved by a methodically competent teacher, who knows modern technologies of teaching a foreign language, and knows the psychological and pedagogical characteristics of pupils of primary school age. Beginning with the second class, it is very important that the processes of upbringing and development of students go in line with modern methods.

As you know, the number of teachers of a foreign language who have special training for working with kids is small. At the same time, the ability to competently teach the communication in a foreign language of junior schoolchildren who do not yet fully master communicative skills in

their native language is a very difficult and responsible task. The love of the subject at this age is very closely related to the psychological comfort, joy, need and willingness to communicate that the teacher creates in the lesson.

The successful beginning of teaching a foreign language contributes to the creation of a high motivation for learning foreign languages. The success of teaching and the attitude of students towards the subject largely depends on how interesting and emotionally the teacher conducts lessons. Of course, in the process of teaching foreign languages to pu-

pils of primary school age, play is of great importance. The more appropriate the teacher uses the gaming techniques, the clarity, the more firmly the material is assimilated.

Thus, the success of practical implementation of innovative teaching strategies in primary school depends more on the level of readiness of the foreign language teacher for the new conditions of the socio-cultural environment formed in the school and on the ability to teach the language functionally, with an orientation toward intercultural communication.

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REZYUME. Chet tilini o'rgatishning muvaffaqiyatli boshlanishi chet tillarini o'rganish uchun yuqori motivatsiyani yaratishga yordam beradi. O'qitishning muvaffaqiyati va talabalarning fanga bo'lgan munosabati ko'p jihatdan o'qituvchining darslarni qanchalik qiziqarli va hissiyotli o'tkazishiga bog'liq. Albatta, boshlang'ich maktab yoshidagi o'quvchilarga chet tillarini o'rgatish jarayonida o'yin katta ahamiyatga ega. O'qituvchi o'yin usullaridan qanchalik to'g'ri foydalansa, ravshanlik, materialni qanchalik mustahkam o'zlashtiradi.

РЕЗЮМЕ. Успешное начало обучения иностранному языку способствует созданию высокой мотивации к изучению иностранных языков. Успех преподавания и отношение учащихся к предмету во многом зависит от того, насколько интересно и эмоционально учитель проводит уроки. Безусловно, в процессе обучения иностранным языкам учащиеся младшего школьного возраста большое значение имеет игра.

SUMMARY. The successful beginning of teaching a foreign language contributes to the creation of a high motivation for learning foreign languages. The success of teaching and the attitude of students towards the subject largely depends on how interesting and emotionally the teacher conducts lessons. Surely, in the process of teaching foreign languages to pupils of primary school age, play is of great importance.

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Tayanch so'zlar: xalq pedagogikası, ta'lim-tarbiya, dastur, pitekanthrop, sinantrop, neandertal, etnografiya.

Ключевые слова: фольклорная педагогика, образовательное воспитание, обычаи, питекантроп, синантроп, неандертал, этнография.

Key words: folk pedagogy, educational training, customs, pithecanthrope, synanthropus, homosapien, thnography.

Hár bir xalıq jámiyetlik turmısı menen baylanısqan, erte zamanlardan berli túrli usıllar menen qalıplesip, rawajlanıp kelgen quramalı tariyxıy-ruwxıy dúnyasına iye. Áwladlar ózinen burıǵı áwladlardıń urpaǵı, olar dóretken úrp-ádet, dástúrlardıń dawamshısı bolǵanlıqtan, turmıs tirishiligin jaqsılaw ushın túrli jollar, múmkinshilikler izleydi, nátiyjede ózleri ómir súrip atırǵan zamanınıń jetilisp, kórkewine, rawajlanıwına úleslerin qosadı. Bulardı háreketke keltiriwshi kúsh-xalıqtıń óz jaslarına qalıplestirgen bilim, tájiriybeleri, tárbiyalıq isleri esaplanadı [2:7].

«XXI ásirde belgili alımı» (London, 2001) Qaraqalpaqstan Respublikasına xızmet kórsetken ilim ǵayratkeri, pedagogika ilimleriniń doktorı, professor Ó.Álewov óziniń ilim-izertlew jumıslarında jaslar tárbiyasında xalıq pedagogikasınıń milliy tárbiyanıń áhmiyeti úlken ekenligine ayrıqsha itibar menen qaradı. Xalıqtıń urp-ádet, dástúrleri hám xalıq dóretpeleri xalıqtıń awız-eki pedagogikası bolǵanlıq eskertip, dúnya alımları arasında birinshilerden bolıp, óz izertlewlerinde tárbiyanıń pitekanthroplıq, sinantroplıq hám neandertallıq dáwirlerden yaǵniy áyyemgi qáwimlik turmıstan baslap evolyuciyalıq qalıplesiwin ilimiy tárepten ashıp berdi. Onıń pikirinshe xalıqtıń qalıplesiwi hám xalıq pedagogikası óz-ara bekkem baylanıslıqta jetiliske [1:57].

Professor Ó.Álewov óz izertlewlerinde adamzat jámiyetiniń qalıplesiwi hám rawajlanıwında tálim-tárbiyanı tiykarǵı másele sıpatında qarap, buǵan joqarı baha berdi. Onıń pikirinshe: «adamlardı áyyemgi jabayshılıq turmıstan, haywan táhilette ómir keshiriwden alıp shıqqan hám házirgi rawajlangan insanlıq jámiyetiniń bálent dárejesine jetisiwine eristirgen, olardıń aqıl, bilim iyelewine, adamgershilik penen sanalı is tutıwına ózek bolıp kelgen qubılıs – bul tálim-tárbiya.

Tálim-tárbiya adamzat ortalıǵın insanlardıń jámiyeti etip saqlap kelgen hám házirde uslap turǵan eń ullı qúdiret» - dep jazǵan edi [2:5]. Ol adamzat turmısınıń rawajlanıw

nızamlıqların durıs túsiniw ushın aldı menen onıń basınan keshirgen jámiyetlik turmısına, tálim-tárbiyasına baylanıslı dereklerdi puxta úyreniwimiz kerekligin-atap ótedi. Sebebi, ótken dáwirdegi tálim-tárbiya tariyxın jaqsı bilip, durıs túsinsek hám tereń úyrensek usı tiykarda keleshektegi tárbiya mazmunında aldın ala baǵdarlap otırıwǵa sonsha uqıplı bolamız. Haqıyqatında da adamzat jámiyetiniń rawajlanıwında, búgingi dúnyalıq globalısqıw processinde milliyligimizdi saqlaǵan halda, óz eline sadıq xızmet qılatuǵın jaslarǵı jetilistiriwde tálim-tárbiyanıń roli oǵada úlken. Usıladı inabatqa alǵan alım óz miynetlerinde xalıq pedagogikasına itibarlı qarawdı aytqan edi.

Alımınıń pikirinshe: «Xalıq pedagogikası, dástúriy pedagogikalıq mádeniyat keń mazmundıǵı tárbiya sistemasın usınadı. Bundaǵı insandı qalıplestiriwshi tárbiyalıq faktorlar, tárbiyalıq usıl hám qurallar, tárbiya túrleri ayrıqsha mol hám túr-túrlilikke iye. Xalıq pedagogikası insandı xalıq perzentı etip tárbiyalawdı maqsat etedi. Jaslarǵı xalıq pedagogikası dástúrlerin qabıl ettirip qalıplestiriw olarda óz elin, xalqın, ózin-ózi anlawın nátiyjeli ámelge asıradı, óziniń milliy ayırmashılıǵın túsinip er jetiwine eristiredi. Xalıq pedagogikasında tárbiya processı xalıq turmısınıń ayrılmaytuǵın bir bólimi esaplanıp, bunda xalıqtıń massalıq túrde ózleriniń tikkeley tárbiya isine aralasıwı iske túsip, balalardıń ózleriniń pedagogikalıq processke qatnasıwı da ámelge asırıladı» [3:102].

Alımınıń kózqarasınsha: «Etnopedagogika (xalıq pedagogikası) ilim sıpatında málim bir millet, xalıq yaqi etnikalıq toparǵa tán tiplesken tálim-tárbiyalıq ayırmashılıqlar mazmunın úyrenip, izertlew barısında xalıqtıń bala tárbiyasındaǵı úrp-ádetlerine, jámiyetlik turmısına, dástúrlerine, diniy túsinikleri menen dúnyaǵa kóz qarasına, materiallıq hám ruwxıy mádeniyatına, til ayırmashılıǵı menen geografialıq jaylasıw jáne tirishilik etiw ózgesheligine tiykarlanadı, folklorlıq, etnografiyalıq baǵdardaǵı tárbiyalıq tájiriybeleri arqalı málim bir xalıqtıń basqa